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Junior Postsecondary Exploration
Unit Overview

Each year in the Embarc program, students will be exposed to new learning on a variety of postsecondary pathways. During Year 2, Embarc students will begin to understand the route into the various pathways that are available to them. With the knowledge they will gain in Year 2, students will be ready and equipped to make informed decisions on which postsecondary pathway is the right fit for their unique needs as a scholar and as an individual.

Junior Postsecondary Exploration gives students the opportunity to develop and explore the following Key Factors and Foundational Components that are outlined in Foundations for Young Adult Success by The University of Chicago's Consortium on Chicago School Research.

- **Knowledge & Skills:** Knowledge is sets of facts, information, or understanding about oneself, others and the world. Skills are the learned abilities to carry out a task with intended results or goals.
- **Mindsets** are beliefs and attitudes about oneself, the external world, and the interaction between the two. They are the default lenses that individuals use to process everyday experiences. Mindsets reflect a person's unconscious biases, natural tendencies, and past experiences.
- **Agency** is the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect on one's identity, competencies, knowledge and skills, mindsets, and values.

Junior Postsecondary Exploration will allow students to practice and develop mastery in the following Common Core State Standards and 21st Century Skills.

Common Core State Standards

- **CC.11-12.R.I.7 Integration of Knowledge and Ideas:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **CC.11-12.W.4 Production and Distribution of Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CC.11-12.W.7 Research to Build and Present Knowledge:** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CC.11-12.SL.1 Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.11-12.SL.6 Presentation of Knowledge and Ideas**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

21st Century Skills

- **Learning and Innovation Skills:**
  - Reason Effectively
  - Make Judgments and Decisions
  - Solve Problems
  - Communicate Clearly
  - Collaborate with Others
- **Information, Media, and Technology Skills:**
  - Access and Evaluate Information
  - Use and Manage Information
  - Apply Technology Effectively
- **Life and Career Skills:**
  - Adapt to Change
  - Be Flexible
  - Work Independently
  - Manage Goals and Time
  - Interact Effectively with Others
  - Work Effectively in Diverse Teams
  - Manage Projects

- Produce Results

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Junior Postsecondary Exploration
ARC Unit Objectives

Throughout the Embarc curriculum, students are provided opportunities to develop the key factors and foundational components to young adult success through the Action Reflection Cycle (ARC). In the graphic below, the highlighted areas indicate which Active Aspects are presented the most frequently throughout the curriculum.

Embarc

Revised, June 2017

EmbARC (Action Reflection Cycle)

Active Aspects		Discover	Understand	Lead
Reflection = *Making Meaning*	Integrate	▪ Relates previous experiences to inform actions in familiar settings ▪ Recognizes "I did that"	▪ Makes use of previous experiences of self and others to inform actions in a wide range of settings ▪ Understands "I did that; I'm the kind of person who can"	▪ Adapts to a wide range of settings ▪ Believes "I did that; I'm the kind of person who can; I belong anywhere"
	Envision	▪ Creates a negative image of what one wants to avoid ▪ Creates a positive image of what one wants to become	▪ Classifies specific behaviors and/or strategies that will promote or derail future visions	▪ Assesses & regulates current behavior/mindsets
	Connect	▪ Talks about learning and relates to past experiences/knowledge	▪ Identifies & defines connections between new ideas/experiences and personal values	▪ Incorporates connections into personal choices
	Describe & Evaluate	▪ Talks about feelings & thoughts related to experiences ▪ Identifies obstacles that create a fixed mindset	▪ Uses experience and/or feedback to decipher between better and worse options ▪ Identifies current mindset and responds vs. reacts	▪ Relates meaning to self and "owns" experiences ▪ Exhibits a growth mindset by valuing the process over the product
Action = *Building Skills*	Contribute	▪ Acts with a purpose ▪ Follows clear directions	▪ Creates a plan of action to achieve a goal	▪ Executes a plan ▪ Values personal contributions & extends gratitude to others
	Choose	▪ Recognizes constraints/weaknesses ▪ Recognizes advantages/strengths	▪ Weighs values ▪ Makes decisions/Identifies goals	▪ Considers how decisions will affect their future (agency)
	Practice	▪ Experiences new skills by watching and mirroring others ▪ Connects with others to develop skills ▪ Experiences failure and keeps trying	▪ Applies new skills/ideas in a creative way ▪ Uses experience and/or feedback to inform next steps	▪ Develops expertise ▪ Demonstrates deep-rooted motivation/focused effort ▪ Views failure and/or feedback as an opportunity to learn
	Tinker	▪ Takes on different perspectives ▪ Negotiates ideas with others	▪ Thinks beyond what is currently possible ▪ Experiments with new ideas	▪ Creates innovative solutions/products ▪ Evaluates the outcomes
	Encounter	▪ Watches others; observes novel work	▪ Examines models	▪ Creates and/or shares products

Building Foundations for Young Adult Success Through Developmental Experiences

The Stages of the Action-Reflection Cycle (ARC) inform the foundations for young adult success by engaging the active aspects of the action/reflection cycle. New experiences/information allow learners to *build skills* during the action stages; while the reflection stages allow learners to *make meaning* by transferring skills to knowledge and integrating learning into their lives. In Embarc these skills are spiraled throughout the program in order for students to encounter active aspects of each stage over time; thus increasing a learner's opportunities to make connections and creating more robust pathways for integrating the foundational components of young adult success: self-regulation, knowledge and skills, mindsets, and values.

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Teacher Resources

Link to **Goal Setting Lessons**	After every 5 week mark, students should be completing grade reflections and setting goals.
Link to **Mixing Up Opening Journals & Closing Reflections**	Each Embarc lesson typically begins and ends with an opening journal and a closing reflection. However, there are times that you might want to mix things up in your class. Use these creative ideas below to ensure students remain engaged in the beginning and end of class.
Link to **Hook Ideas**	Here you will find several examples of hooks that you could use to provoke thinking around the unit topic. The purpose of a "hook" is to help students frame their thinking and focus on the concept at hand, while engaging them in the topic and allowing them to see the relevancy to their own lives.
Link to **End of Unit Event Planning Guide**	At the end of every unit, students have the opportunity to create an End of Unit Event, which serves as an authentic demonstration of learning. Use this guide to support students in creating and organizing this event.

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Junior Postsecondary Exploration
At-A-Glance Calendar

Career Exploration

Ca.E. Day 1	Ca.E. Day 2	Ca.E. Day 3	Ca. E. Day 4	CA. E. Day 5
Activities: • Strengths Explorer • Reflection • Mini Mixer People Search	**Activities:** • Career Cluster Finder • Reflection	**Activities:** • Career Research Day 1	**Activities:** • Career Research Day 2	**Activities:** • Career Presentations • Career Gallery Walk
Materials: • Computers • Strengths Explorer Reflection • Mini Mixer People Search	**Materials:** • Computers • Career Cluster Reflection	**Materials:** • Computers • Career Research Guide	**Materials:** • Computers • Career Research Guide *from previous lesson*	**Materials:** • Sticky notes • Markers and paper

➕ Click on Day # to go directly to lesson

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College Exploration

Co.E. Day 1	Co.E. Day 2	Co. E. Day 3	Co. E. Day 4	Co.E. Day 5
Activities: • Introduction to College Exploration • Reading Activity • Opening to Personal Exploration Activity • Personal Reflection • Discussion	**Activities:** • College selectivity: exploring Safe, Match, Reach schools • Brainstorming • Determining your Match & Reach Schools	**Activities:** • Introduction to College Research • Reading & discussion • Exploring College Websites	**Activities:** • College Research • Virtual Tours • Optional Extension Activity- applying learning from "How to Make the Most of Touring Colleges Virtually"	**Activities:** • Finish college research • Finalize presentations for a Match school
Materials: • Top 5 Reasons College Students Drop Out Article • Chart Paper • Personal Exploration Slide Deck • Personal Exploration Reflection	**Materials:** • Projector and speakers for video clip • Chart Paper • Definition of Safe, Match, and Reach Schools • Determining Your Match and Reach School Activity Sheet	**Materials:** • How to Make the Most of Touring Colleges Virtually text • Examples of Colleges and Universities Based on Selectivity Index • College Research Note Taking Template • Computers	**Materials:** • College Research Note Taking Template *from previous lesson* • Examples of Colleges and Universities Based on Selectivity Index *from previous lesson* • Computers	**Materials:** • College Research Note Taking Template *from previous lesson* • Computers

Career Application

Ca.A. Day 1	Ca.A. Day 2	Ca.A. Day 3	Ca.A. Day 4	Ca.A. Day 5
Activities: • Introduction to the Application Process • Completing a Sample Application	**Activities:** • Introduction to Resumes • Evaluating candidate resumes	**Activities:** • Introduction to Letters of Recommendation • Text reading and discussion • Determining possible references	**Activities:** • Letters of Recommendation Day 2 • Preparing request for recommendation letters	**Activities:** • Career Simulation Activity - Interviews • Video and discussion on successful interview techniques
Materials: • Application Process Requirements • Sample Job Application	**Materials:** • Sample Resume #1 • Sample Resume #2 • Resume Template	**Materials:** • "How Important are Letters of Recommendation?" Text	**Materials:** • Letter of Recommendation Request Form	**Materials:** • Application Criteria Checklist • Job Interview Questions

➕ Click on Day # to go directly to lesson

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College Application

Co.A. Day 1	Co.A. Day 2	Co.A. Day 3	Co.A. Day 4	Co.A. Day 5
Activities: • Introduction to the Application Process • Reading & Discussion • Completing sample college application	**Activities:** • College Admissions Process Simulation: Admissions	**Activities:** • Creating 6-word memoirs • Introduction to Personal Statements • Review personal statement rubric • Assessing sample personal statements	**Activities:** • • Drafting personal statements • Paired Brainstorming	**Activities:** • Outlining personal statements • Writing personal statements
Materials: • Application Process Requirements • Marcus Garvey University Application Template	**Materials:** • Application Process Requirements • College Applications for 3 Different Students • Ranking Sheets	**Materials:** • Projector and speakers for video clip • Personal Statement Rubric • Example personal statements 1 - 6	**Materials:** • 10-pointers for Good Personal Statements • Pair Brainstorming Guide	**Materials:** • Computers

College Application *cont.*

Co.A. Day 6	Co.A. Day 7	Co.A. Day 8	Co.A. Day 9
Activities: • Writing personal statements • Peer-editing review	**Activities:** • Finalize personal statements • 1:1 personal statement conferences	**Activities:** • Preparing for the FAFSA • Learning FAFSA Terms • Being an expert on FAFSA Term mini presentations	**Activities:** • FAFSA pre-assessment • FAFSA Video clips & self assessment • Gathering Information for FAFSA • Obtaining FSA Number • Determining Dependency Status • FAFSA Practice & Using FAFSA4Caster
Materials: • Peer Editing Sheet	**Materials:** • Peer Editing Sheets from previous lesson • Computers	**Materials:** • FAFSA terms and Definitions • Four Square Example • Four Square Template	**Materials:** • Preparing for the FAFSA Worksheet • FAFSA Practice Instructions and Worksheet

➕ Click on Day # to go directly to lesson

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Career Exploration

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Career Exploration
Strengths Explorer

Ca.E. Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What is something that took a long time for you to learn that you can do pretty well now? Did it require a lot of commitment and drive? What kept you going.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Discover:** Act with a purpose; follow clear directions
- ➕ **(R) Connect. Understand:** Identify/define connections between new ideas/experiences and personal values

Timing: 30-35minutes

Resources/Materials:
- Computers
- Strengths Explorer Reflection
- Mini Mixer People Search

Strengths Explorer: Today students will be taking or revisiting the Strengths Explorer. They took this assessment Sophomore year, but let students know that it is helpful to revisit surveys multiple times as our strengths change and grow as we change and grow. If they haven't taken the survey yet, now is their opportunity to do so. Students will then use the results of this assessment to think about a career pathway that might be a good fit for them.

- Step 1: Go to cps.edu/naviance
- Step 2: Enter your CPS username and password
- Click on "About Me"
- Click on "Strengths Explorer" under the Assessment Tab
- Begin taking the assessment

Note: Reiterate to students that there are no right or wrong answers on this assessment, but the results will help them make decisions about their career pathways, so they should be thoughtful in their responses and answer accurately according to their thoughts and feelings.

Strengths Reflection: Once students have completed the Strengths Explorer, give them the Strengths Reflection form that will require them to answer some basic questions about their results. You can also ask students about any strengths they feel they've developed since sophomore year that don't show on in their results.

Share your Strengths: Give students the discussion questions for the mini mixer and allow students to mingle around the room, talking about their strengths and giving specific examples from their life about how they demonstrated those strengths.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Based on your results, what are some jobs/careers that you think you might be really good at? Explain why you believe your strengths would fit well with these jobs. Are there any classmates with similar job aspirations? Do they have similar strengths as you? Were there any new jobs you learned about from your classmates during your mini mixer?

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Name: _____ Date: _____

Career Exploration

Strengths Explorer Reflection

Day 1

Directions: Read through the descriptions of the Holland codes alongside your strengths test results and answer the questions below?

Holland Codes

Realistic people are usually assertive and competitive, and are interested in activities requiring motor coordination, skill and strength. People with a realistic orientation usually prefer to work a problem through by doing something, rather than talking about it, or sitting and thinking about it. They like concrete approaches to problem solving, rather than abstract theory. They tend to be interested in scientific or mechanical rather than cultural and aesthetic areas. They like to work with THINGS.

Investigative people like to think and observe rather than act, to organize and understand information rather than to persuade. They tend to prefer individual rather than people oriented activities. They like to work with DATA.

Artistic people are usually creative, open, inventive, original, perceptive, sensitive, independent and emotional. . They do not like structure and rules, like tasks involving people or physical skills, and are more likely to express their emotions than others. They like to think, organize and understand artistic and cultural areas. They like to work with IDEAS and THINGS.

Social people seem to satisfy their needs in teaching or helping situations. They are different than R and I Types because they are drawn more to seek close relationships with other people and are less apt to want to be really intellectual or physical. They like to work with PEOPLE.

Enterprising people are good talkers, and use this skill to lead or persuade others. They also value reputation, power, money and status, and will usually go after it. They like to work with PEOPLE and DATA

Conventional people like rules and regulations and emphasize self-control. They like structure and order, and dislike unstructured or unclear work and interpersonal situations. They place value on reputation, power, or status. They like to work with DATA.

Questions

1. What are your results?
2. What do the results mean?
3. Do you think the results are accurate? Why or why not?
4. What Strength/Holland Code do your results most align with?
5. How have you used that strength in the past and present?
6. How do you think you plan to use this strength in the future?
7. How do these results relate to your personal and professional identity now and in the future?
8. How will the knowledge of your strengths impact your choices for your future?

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9. What is one area that is not a strength that you hope to develop over time? How do you think this strength would help you in your pathway to success?

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Name: _____ Date: _____

Career Exploration

Mini Mixer People Search

Day 1

Directions: Talk to as many people as possible in 10 minutes using the questions below. Have your discussion partners sign the boxes that they answered. You may only have each person sign one box maximum.

Find someone who identifies with the Realist code - What does this about their personality? What kind of job career do they want?	Find someone who identifies with the Artistic code - What does this about their personality? What kind of job career do they want?	Find someone who identifies with the Investigative code - What does this about their personality? What kind of job career do they want?
Find someone who identifies with the Social code - What does this about their personality? What kind of job career do they want?	Find someone who identifies with the Enterprising code - What does this about their personality? What kind of job career do they want?	Find someone who identifies with the Conventional code - What does this about their personality? What kind of job career do they want?
Find someone who disagrees with one of their strengths. Why do they disagree? What is an example from their life that supports their disagreement?	Find someone who thinks there was a code that should have been added to their strengths. Which code? Why?	Find someone who things that their codes will change as they get older. Why do they believe this? Which codes do they think will change?

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Career Exploration

Career Cluster Finder

Ca.E. Day 2

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: How do you think we develop our interests? Do we like certain things because we are good at them, or do our interests depend on how we grew up and our surroundings? Explain your answer.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Discover:** Act with a purpose; follow clear directions
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Computers
- Career Cluster Reflection

Career Cluster Finder: Today students will take the Career Cluster Finder. This assessment combined with their Strengths Explorer and reflection on the Holland Codes will give students insight into their career pathway. Reassure students that this is not a test and that there are no right or wrong answers, so they should answer honestly.

- Step 1: Go to cps.edu/naviance
- Step 2: Log in to your Naviance Account using your CPS username and password
- Step 3: Click on the “Careers” Tab
- Step 4: Click on the “Career Cluster Finder”
- Step 5: Click on “Get Started” to begin the assessment
- Step 5: Once you have completed the Cluster Finder, click on “Show All” below the list of career clusters and add any clusters to your list that you think sound interesting.

Career Cluster Reflection: Once students have completed the assessment, give them the reflection form to record some of their findings from their results.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on

Closing Reflection: How can knowing your strengths and interests help in determining a career pathway? If you choose a career path that didn’t align with your interests, how do you think your life would be?

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display	

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Name: _____ Date: _____

Career Exploration

Career Cluster Reflection

Day 2

Directions: Using the results from the Career Cluster finder, answer the following questions

1. List some of your top matching careers

2. Which ones seem the most interesting? Make you the most excited?

3. Which ones do you not know anything about that you might want to explore a bit more? Why?

4. Does the description of the amount of preparation change your mind about any of the career options that you are interested in? Why or why not?

5. Are there any careers that you hope to pursue that did not make the matching careers list?

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Career Exploration
Career Research

Ca.E. Day 3

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Based on yesterday's career cluster results, what career have you been thinking the most about? What attracts you about this career choice? What do you imagine are some of the daily tasks of this career?

Activity

ARC Objectives:
- ➕ **(A) Choose. Discover:** Recognize constraints/weakness; recognize advantages/strengths
- ➕ **(R) Encounter. Understand:** Examine models
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences.

Timing: 30-35minutes

Resources/Materials:
- Computers
- Career Research Guide

Career Research: Today and tomorrow students will research a career that aligns with their strengths and interests to give them more insight into a career pathway that may be right for them.

- Hand out the Career Research Guide template to guide students as they do research into a career that matches their strengths and interests. Remind students that they will be responsible for creating a presentation on the career of their choice, so it should be a career that they are really passionate about. If they need to take some time today to look into a few careers before narrowing it down, that is okay.
- Direct students to the following websites to help in their research:
  - Career One Stop: careeronestop.org: Students can explore closed caption videos about multiple careers divided among career clusters.
  - iSeek Career Videos from Minnesota State CareerWise also offers videos about a variety of careers divided among career clusters. https://careerwise.minnstate.edu/careers/careervideos.html
  - Mynextmove.org allows students to search for particular careers and learn about the knowledge, skills, abilities, education, and more required for that particular career.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: List three things that you learned about your career during your research today. List two things you found surprising about your research today. Write one question you still have about the career you researched today.

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Name: _____ Date: _____

Career Exploration **Day 3**

Career Research Guide

Directions: Use one of the sites below to explore the career of your choice. As you are exploring, record important information in the template provided.

- Career One Stop: careeronestop.org or iSeek Career Videos: https://careerwise.minnstate.edu/careers/careervideos.htm to explore closed caption videos about multiple careers divided among career clusters.
- Mynextmove.org to search for particular careers and learn about the knowledge, skills, abilities, education required for that career.

Career Name:			
Summarize the job description		Why does this career interest you?	
Describe the education pathway to get into this career?		What is the average salary for this career?	
Knowledge and Skills			
List the 5 most important skills			
List the five most important abilities			
List 3 important knowledge areas			
Tasks and Activities			
List 5 typical daily tasks involved with this career			
Which tasks would you be good at? Why?			
Which tasks would be challenging? why?			

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Career Exploration
Career Research

Ca.E. Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: You have chosen one career for this project, however, you have many options in real-life to choose from. How will you make sure you choose well? What are some things to consider when choosing a career path?

Activity

ARC Objectives:
- ➕ **(A) Choose. Discover:** Recognize constraints/weakness; recognize advantages/strengths
- ➕ **(R) Encounter. Understand:** Examine models
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences.

Timing: 30-35minutes

Resources/Materials:
- Career Research Guide *from previous lesson*

Career Research: Today students will finish researching a career that aligns with their strengths and interests to give them more insight into a career pathway that may be right for them.

- Be sure students have their Career Research Guide template to guide them as they do research into a career that matches their strengths and interests. Remind students that they will be responsible for creating a presentation on the career of their choice, so it should be a career that they are really passionate about.
- Direct students to the following websites to help in their research:
  - Career One Stop: careeronestop.org: Students can explore closed caption videos about multiple careers divided among career clusters.
  - iSeek Career Videos from Minnesota State CareerWise also offers videos about a variety of careers divided among career clusters.
  - Mynextmove.org allows students to search for particular careers and learn about the knowledge, skills, abilities, education, and more required for that particular career.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: List three things that you learned about your career during your research today. List two things you found surprising about your research today. Write one question you still have about the career you researched today.

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Career Exploration Presentation

Ca.E. Day 5

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What have you learned about yourself in researching a specific career based on your interests and strengths. After doing this research are you more or less excited about the career you researched? Explain.

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Sticky notes
- Markers and paper

Career Presentations: Now that the "career research guide" is completed, students will design and create a presentation that highlights their career as well as the pathway they will take to get into that career. Students can choose the mode of presentation that they think best represents their career (i.e. a poster, brochure, ppt, speech, map, etc.). Each presentation should include the following information from their note catcher:

- Career Name and description (including salary, daily, tasks, knowledge and skills).
- Personal reflection about why the student is interested in this career and why they would be a good fit for this career (based on their strengths).
- The immediate and long term steps that the student will take to enter this career (i.e. apply to college/trade school that has _____ program, intern at _____, etc.)

Career Gallery Walk: When students have prepared their presentation they will display their presentation at their desk and walk around to view 3 - 5 other careers that students researched. While they are viewing other presentations, they will leave a sticky note with 1 Glow and 1 Grow.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: Were there any other careers that you looked at today from your classmates presentation that are interesting to you? Why or why not?

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College Exploration

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College Exploration
Why Fit Matters

Co.E. Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What do you think college is going to be like - be as specific as possible (classes, social life, living, etc.)? How did you get that perception of college (from movies, an older sibling or friend, etc.)?

Activity

ARC Objectives:
- **(A) Choose. Lead:** Consider how decisions will affect their future
- **(A) Tinker. Understand:** Think beyond what is currently possible
- **(R) Describe & Evaluate. Discover:** Talk about feelings and thoughts related to experiences.
- **(R) Describe & Evaluate. Discover:** Identify obstacles that create a fixed mindset

Timing: 30-35minutes

Resources/Materials:
- Top 5 Reasons College Students Drop Out Article
- Chart Paper
- Personal Exploration Slide Deck
- Personal Exploration Reflection

Introduction to Week: During this week, students will explore their post-secondary options of college as it relates to fit. Today students will engage in a reading and personal exploration to better understand the realities of college and the barriers that they may face in getting into and remaining successful in college to help them reflect upon what will be important for them to consider when choosing a college. As you discuss these subjects with students, make sure to be transparent about the obstacles, but also reassure students that knowing what they are up against gives them the ability to face these obstacles head on. The purpose of framing college exploration in this way is to help students reflect upon the criteria that they need and want in a post-secondary pathway to make it a good fit.

Reading Activity:

Divide students into five groups and assign each group one of the top 5 reasons students drop out of school. Each group should also receive chart paper and the questions to guide their work. They should be prepared to report out a summary of the obstacles students face as well as three or more solutions to those obstacles.

Opening to Personal Exploration Activity: One common solution to overcoming common obstacles is choosing a post-secondary pathway that is a good fit for students. To get students to start to think about what would be a good fit for them, begin by engaging the class in some reflective questions about their high school experience. This can be done in a “Stand and Declare” format or a debate.

1. I believe my school gives me a quality education
2. My school offers courses that I am interested in
3. I like the location of my school

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	4. I like the size of my school (regarding number of students) 5. My school has extracurricular activities that I am excited to be a part of 6. The racial make-up of my classmates impacts my learning in some way (positively or negatively) 7. The racial make-up of the staff at my school impacts my learning in some way (positively or negatively) **Personal Reflection Activity:** Now that students have had the opportunity to discuss different criteria of their high school, they will explore how those criteria may impact their college experience. Hand out the "personal exploration" to each student. Students can work through the slide deck on their own by providing them the link and laptops, or you can engage them as a whole class. At the end, each student should be able to clearly state five criteria that they are looking for in a school and how those criteria will help them get into and remain successful in their postsecondary pathway. **Discussion** ● Based on today's exploration, what do you think is important to know about a post-secondary pathway in order to know if it is a good fit for you? ● What are you in control of in regards to choosing your postsecondary pathway? ● What are you not in control of in regards to choosing your postsecondary pathway?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Today we looked at the realities of the college experience. In your own words, why is it important to find a good "fit" for college? What would be a good fit for you? List the five most important criteria for you (i.e. do you want to be around people who are like you, do you want to be in a small town or a big city, what kind of academics, sports, etc. do you want offered) and how those criteria will help you remain successful in your post-secondary pathway.

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Name: _____ Date: _____

College Exploration

Day 1

Top 5 Reasons College Students Drop Out

According to a 2011 study out of Harvard University, nearly half of America's college students drop out before receiving a degree. Get to know the top risk factors to avoid becoming a statistic.

1. **Money concerns.**
   Some students underestimate college costs and realize too late that they lack the funds to cover it all. Others decide they'd rather be making money working full time than pursuing a costly degree. Still others become discouraged at the prospect of incurring loan debt. Avoid so-called sticker shock and other financial pitfalls by sitting down with your parents or a counselor before enrolling, to examine all possible avenues for funding as well as the pros and cons of enrolling straight out of high school versus taking a gap year.
2. **Poor preparation.**
   It literally pays to plan for college, but financial cost isn't the only factor. It's important for college-bound students to understand that their workloads, social habits, and daily routines—plus a host of other things—can all change pretty drastically. One key to navigating unfamiliar territory is to maintain strong ties with others who have been there—parents, older friends and siblings, and college counselors can all help you mentally prepare for this big life change.
3. **Outside demands (aka life).**
   Any number of things can arise in your personal life to deter you from your academic goals. Family members become ill. Relationships end. Professional opportunities develop. In some cases these outside obligations are too big to ignore, but before you decide to drop out, talk to your professors. In many cases, they can help find a solution that allows taking time off without sacrificing your academic progress.
4. **Too much, too fast.**
   Freedom is what you make of it. Sure, there are perks to college life, such as being able to come and go as you please, eat and drink what you want, and take naps in the middle of the day on a whim. But without a bit of structure, your good times can come with unpleasant side effects that range from the dreaded "Freshman 15" all the way up to disciplinary action and academic probation. Set boundaries for yourself and you'll soon learn that responsible fun is actually the best kind there is.
5. **The "just a number" effect.**
   Know this: Your college professors are not obligated to seek you out and get to know you personally. If you want a college experience that feels personal and distinctive, you have to make it happen. Introducing yourself to faculty and classmates at the beginning of the semester, scheduling office time to discuss challenging coursework with a professor, or simply speaking up and sharing your ideas in class are all great ways to get noticed and feel like a part of an academic community instead of just another face in the crowd.

Group Problem Solving

1. Report out on the "Reason for Dropping Out" that your group was assigned.
2. List at least three solutions to the problem (not presented in the text) to overcome the obstacle.

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College Exploration

Personal Exploration Reflection

Day 1

Directions: Use the slide deck to learn from students what their college experience has been like based on specific criteria. After reading the quotes, reflect about what resonated with you and why.

Location	**Reflection:** What quote resonates with you the most? What insight does that give you about what kind of post-secondary experience you are looking for?
Size	**Reflection:** What quote resonates with you the most? What insight does that give you about what kind of post-secondary experience you are looking for?
Type of School	**Reflection:** What quote resonates with you the most? What insight does that give you about what kind of post-secondary experience you are looking for?
Cost	**Reflection:** What quote resonates with you the most? What insight does that give you about what kind of post-secondary experience you are looking for?
Extra-Curricular Activities	**Reflection:** What quote resonates with you the most? What insight does that give you about what kind of post-secondary experience you are looking for?

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College Exploration

College Selectivity

Co.E. Day 2

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display
- Video Clip

Journal: Show students the following video clip that addresses the question - Do grades matter?

- https://www.youtube.com/watch?reload=9&v=7AWGFexLkSE
- What is your opinion on the topic of grades? Do grades define intelligence? Why or why not?
- Are there different types of intelligence that can be determined by academic grades? Explain your answer.

Activity

ARC Objectives:

- **(A) Practice. Discover:** Experience new skills by watching and mirroring others
- **(R) Connect. Understand:** Identify/define connections between new ideas/experiences and personal values

Timing: 30-35minutes

Resources/Materials:

- Chart Paper
- Definition of Safe, Match, and Reach Schools
- Determining Your Match and Reach School Activity Sheet

Safe, Match, and Reach Schools: Today, students will begin to explore the difference between Safe, match, reach, adn fit schools. It's extremely important that they see the difference between all of these different schools and that they are mindful of this when applying to schools.

Brainstorming: First, generate a list of details students will want to consider when applying to schools (have students refer to their exit ticket from the previous day). You can do this activity in a gallery walk format, or agave a student recorder list teh ideas under the different categories.

- **Categories to Explore:** Campus environment, racial diversity, cost, location, social life, instructors, extra-curricular activities, classrooms...

Have students list all of the possible preferences they have under the different categories. This will give students a chance to think about how these categories will affect their well-being and their chances of success during college. Explain to students that determining the right school for them as individuals is determining their FIT school. Their FIT school is one that gives them all of their academic and social/emotional needs.

College Selectivity: The other consideration besides fit is which schools students will be accepted to and which schools they will succeed in. To know this, students will explore the definition of safe, match, and reach school and determine those parameters for themselves based on college selectivity criteria.

- Give students the brief definition of Safe, Match, and Reach Schoolsand tell them today, we will focus on Match and Reach schools.

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	• Start by leading students to understand what a Match school is by projecting the Selectivity Index chart for them and discuss the different sections. • Give them the "Determining Your Match and Reach School Activity Sheet". Use Joseph as a model, so complete with the whole class. Then have students complete the rest using their personal academic information.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is the benefit of knowing your Safe, Match, and Reach schools before you start applying to schools? How can knowing where you stand be a useful tool in your success planning?

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College Exploration

Defining Safe, Match, and Reach Schools

Day 2

There is no rule that dictates how many colleges you may apply to.

If you're willing to pay the application fees, you can apply to dozens. But that's a poor strategy. Take the time to research and you'll be able to whittle your initial list down to a manageable number of schools.

Once you know what you're looking for, you can start crafting a list of colleges that fit your specifications. Don't include a school on your list that you wouldn't be willing to attend. As your list takes shape, include schools that fall into one of the following three categories: match, reach and safety.

A match school is one where your academic credentials fall well within (or even exceed) the school's range for the average freshman. There are no guarantees, but it's not unreasonable to be accepted to several of your match schools.

A reach school is one where your academic credentials fall below the school's range for the average freshman. Reach schools are long–shots, but they should still be possible.

A safety school is one where your academic credentials fall above the school's range for the average freshman. You can be reasonably certain that you will be admitted to your safety schools.

You will be applying to a schools from each category (many applicants apply to around three reach schools, three match schools and two safety schools). Separating them will help you manage your expectations throughout the admissions process. And it will ensure that you set ambitious goals and give yourself some back–up options.

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College Exploration

Determining Your Match and Reach Schools

Day 2

Practice Finding "Match" Schools

Joseph got a 960 on his junior year SAT in the spring. He plans to study hard to get his score to at least a 980 by October of his senior year. Joseph's GPA at the end of the 2nd semester in his junior year is a 2.8. He is working hard to raise his GPA to a 3.1 by the end of the first semester his senior year.

1. What is Joseph's Selectivity Category for his match schools at the beginning of senior year?
2. If Joseph reaches his improvement goals, what will be his new Selectivity Category for his match schools by the end of the first semester of senior year?

Selectivity Index: Chicago

Note: SAT scores used on Selectivity Index are a sum of the critical reading and math sections only.

ACT	SAT	<2.0	2.0-2.24	2.25-2.49	2.5-2.74	2.75 -2.99	3.0-3.24	3.25-3.49	3.5+
24+	1090+	Somewhat Selective	Selective	Selective	Selective/ Very Selective	Selective/ Very Selective	Very Selective	Very Selective	Very Selective
21-23	980-1080	Somewhat Selective	Somewhat Selective	Somewhat Selective	Selective	Selective	Selective/ Very Selective	Selective/ Very Selective	Selective/ Very Selective
18-20	870-970	Four-Year Eligible	Four-Year Eligible	Somewhat Selective	Somewhat Selective	Somewhat Selective	Selective	Selective	Selective/ Very Selective
16-17	790-860	Two-Year	Four-Year Eligible	Four-Year Eligible	Somewhat Selective	Somewhat Selective	Somewhat Selective	Somewhat Selective	Somewhat Selective
<16	<790	Two-Year	Four-Year Eligible	Four-Year Eligible	Four-Year Eligible	Four-Year Eligible	Four-Year Eligible	Somewhat Selective	Somewhat Selective

Determining YOUR Match and Reach Schools

1. What is your current GPA?
2. What is your current SAT score?
3. Based on this information, what is your current Selectivity Range?

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College Exploration

College Research

Co.E. Day 3

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: You have had a unique opportunity as students to experience learning remotely. Having this experience allows you to really reflect upon and compare and contrast what works best for you as a student. What do you prefer about in person learning? What do you prefer about remote learning? What is challenging for you with in person learning? What is challenging for you with remote learning? What do the answers to these questions reveal about you as a learning and what you should be looking for in a college experience?

Activity

ARC Objectives:

- **(A) Choose. Discover:** Recognize constraints/weakness; recognize advantages/strengths
- **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences
- **(R) Connect. Understand:** Identify & define connections between new ideas/experiences and personal values

Timing: 30-35minutes

Resources/Materials:

- How to Make the Most of Touring Colleges Virtually
- Examples of Colleges and Universities Based on Selectivity Index
- College Research Note Taking Template

College Research: Now that students have an idea of what selectivity range they fall into, and they have discussed the importance of choosing a fit school, they will do some basic college research to learn more about potential colleges that suit them.

Introduction to College Research: Give students the College Research Guide and template to gather their research. Let students know that they will be including their research results in a final presentation so they will need to organize their notes in the template.

- Instruct students to research 1 safe, 1 match, and 1 reach school based on their selectivity range.
- They will have three days in total to do the research and prepare their final presentation.

Reading: Have students read the article “How to Make the Most of Touring Colleges Virtually” and reflect upon the following questions in a class discussion:

- What insight did you gain from the article?
- What steps seem challenging for you to be able to do? What resources do you have access to to make those steps feasible?

Exploring College Websites: Now that students know what they are looking for in schools, have them start to explore the websites of Colleges they are interested in. Have them pay particular attention to:

- Admission requirements

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○ Computers	• Financial Aid support • Curriculum and majors offered • Anything else that is relevant to the qualities they are looking for in a college experience as a learner **Note:** Acknowledge that not every student is interested in college, but remind them that it is important that they remember to keep their options open. College will always be an option and they will have the opportunity to explore other options in coming lessons.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What are three things you learned about the school you researched today? What are two things you found surprising about the school you researched today? What is one question you still have about the school you researched today?

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College Exploration

Day 3

How to Make the Most of Touring Colleges Virtually
Annie Goldsmith April 10, 2020

Source:https://www.townandcountrymag.com/society/money-and-power/a32086639/virtual-college-tours-online/

In any ordinary year, juniors would be touring schools over spring break and seniors would be preparing for admitted students weekends. Even admissions officers would be flying around the nation, attending college fairs and speaking to high schoolers unable to travel. But in the era of COVID-19, colleges and students alike are now trying to adapt to a new normal: virtual tours have replaced in-person ones, information sessions are held over Zoom, and students will likely have to make difficult choices about the next four years of their education without ever setting foot on a campus or meeting a representative in person.

In a recent Scoir survey, 80% of high school juniors and 84% of parents surveyed reported that campus visits are extremely or very important to their college selection process—so, what now? *T&C* spoke with college admissions experts to get advice for students and parents alike on how to virtually visit and choose a school.

Evaluate Yourself Before Evaluating A School

Before scheduling a virtual tour, it's important to figure out what kinds of colleges you may be interested in. Jennie Taylor Tucker is the CEO and founder of Pointer, an app designed to inform students about the admissions process and help them customize their search to fit their needs. Her biggest piece of advice for prospective students is to use this time at home to self-evaluate.

"This moment actually provides an opportunity to take pause and reflect on who you are as a person," Tucker suggested. "This is such a challenging process under normal circumstances, and in this moment, so much of what I think students should be doing is thinking about who they are and what makes them tick. The more self-aware they are, the better their college exploration will be."

Many college counselors ask students to make lists of qualities they'd value in a school. Aaron Fulk, director of college counseling at Marin Academy, a prestigious independent school in Northern California, asks students to take this questioning a step further.

"I think this is an opportunity for our students to actually do the search process in a more thoughtful way," Fulk said. "An important thing for our students is to articulate why they want to go to college. Many of our students and parents often scoff when we ask, but a lot of students can't answer that."

From there, Fulk asks students to figure out what they want out of college, and then explore online resources through that lens. This is also how students should be approaching the task of putting together their wishlist of schools.

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Where To Look

Once you've listed a few schools of interest, the next step is to go to a college's website. While these websites are large and overwhelming, there are specific areas targeted to prospective students.

Whitney Soule, Dean of Admissions and Student Aid at Maine's Bowdoin College, suggests beginning with the school's admission requirements. Financial aid is another incredibly important factor to consider as you're researching your potential schools. Most institutions have a calculator online where students can input their information and get an estimate about the cost of attendance. Soule noted, "[Students] really should be exploring financial aid as much as they should be exploring what the college is like." Next on the website, take a look at the school's curriculum. Finally, investigate what's important to you. Look at the website pages and social media accounts for potential majors. Research extracurricular options that interest you. Explore housing options. Make sure you're thoroughly examining whatever aspects of college you, personally, value.

Feel (Almost) Like You're On Campus

There are a number of ways to explore campus or speak to students and admissions officers online. From online campus tours to Zoom information sessions, colleges are more virtually accessible than ever.

When looking at schools virtually, first join the mailing lists of colleges of interest. That way, prospective students will learn about upcoming virtual programming and options via email, which is particularly crucial in this admissions cycle.

Next, take a virtual tour. YouVisit offers free virtual campus tours of over six hundred colleges and universities. All of our experts advised that students attend online information sessions through the schools' admissions offices. And many schools are offering live chat services on their websites, where prospective students can be connected with an admissions officer or student, similar to a customer service experience you might find while online shopping.

Our experts also recommended a number of other online resources and websites, including Niche, College Confidential, Campus Reel, and individual schools' social media accounts. All of these sources will provide more information about each school, and many also feature photos and video which enable students to get a sense of the campus. Students can also use Google Maps to look at a school's surrounding area, Tucker says: "Are there things in your day-to-day now that you want to carry over to your college experience? Does that environment have similar things?"

All of our experts agreed that the best way to get a real sense of a school is to talk to as many people as possible, whether you connect with alumni from your high school or ask a school's admissions office to connect you with current students and faculty. "It’s not just browsing a website. It’s interactive; it’s a human being who has a personality and a smile and gestures and is answering questions in real time," Soule said.

Students can tell a lot about a college based on how they're treated, Lips noted. He asks his students to "make direct contact with people who will give you a good sense of what’s going to be available to you [at this school], and then also how helpful and welcoming the people from those offices are, too."

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A major part of the college search has always been finding a school you connect to personally, as well as academically. That does not change, even though today's search process is different.

Name: _____ Date: _____

College Exploration

Day 3

Examples of Colleges and Universities Based on Selectivity Index

2 Year Schools	4 Year Non-selective COlleges and Universities	Somewhat Selective Colleges and Universities	Selective Colleges and Universities	Highly Selective Colleges and Universities	Super Selective Colleges and Universities
<2.0	2.0-2.4	2.5-2.9	3.0-3.4	3.5 - 3.9	>4.0
<790	790-860	860-970	970-1080	1090+	1500+
-Harold Washington City College -Joliet Junior College -Kishwaukee College -Lincoln College -Malcolm X City College -Oakton College -Parkland College -Triton College -Truman City College -Wright City College	**4-year schools** -Alabama State University -Chicago State University -Columbia College -Grambling University -Jackson State University -Kentucky State University -Tennessee State University **4-year alternative admissions programs** -Eastern Illinois (Gateway) -NEIU (El Centro, Project Success, Proyecto Pa'lante) -Northern Illinois (Chance)	-Clark Atlanta University -Concordia University -Eastern Illinois University -North Park University -Northeastern Illinois University -Northern Illinois University -Roosevelt University -So. Illinois - Carbondale St -Joseph's College -Tuskegee University -Western Illinois University -Xavier University of Louisiana	-Benedictine University -Bradley University -DePaul University -Dominican University -Elmhurst College -Grand Valley State University -Hampton University -Howard University -Illinois College -Illinois State University -Morehouse College -Saint Xavier University -So. Illinois - Edwardsville -Trinity Christian College -University of Illinois at Chicago -University of Illinois at Springfield	-Augustana College -Beloit College -DePauw University -Hampshire College -ITT -Illinois Wesleyan University -Indiana University-Bloomington -Kalamazoo College -Knox College -Lake Forest College -Loyola University -Marquette University -Saint Louis University -St. Olaf College -Truman State University -University of IL at Urbana-Champaign	-Brown University -Carleton College -Emory University -Georgetown University -Grinnell College -Northwestern University -Pomona College -Rice University -University of Chicago -University of Michigan- Ann Arbor -Washington University in St. Louis -Vanderbilt University -Macalester College

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			-Western Michigan University	-University of Wisconsin-Madison	

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College Exploration

College Research Note Taking Template

Day 3

Directions: Now that you have learned about college selectivity and you have discussed the right fit school for you, do some research to identify 1 reach (any school above your GPA and SAT score), 1 match (any school at your GPA and SAT score), and 1 safe school (any school at or below your current GPA and SAT score) that would also be a good fit for you. You can use three tools to identify which schools to research

1. The Super Match College Search tool on Naviance
2. The Examples of Colleges and Universities based on Selectivity table
3. CollegeBoards BigFuture Search tool (https://bigfuture.collegeboard.org/)

Once you have identified your three schools, use the research template to record important information about them

School Name:		Safe, Match, or Reach (Circle one)	
In State Tuition: Out of State Tuition:		Financial Aid:	
Is the school a University, college, or two year institution *(circle one)*		Does the school have a religious affiliation?	
What are the demographics of the students (consider race, gender, age, professional interests)		How many students attend?	
Where is the school located? Give as many details in terms of climate, setting, distance from home.		What type of student housing is available?	
Search the schools website and find three admissions criteria:	1.GPA:	2.SAT:	3.
List at least two majors and/or required classes you would like to study that this college offers	1.	2.	3.
List three sports or activities that you would like to participate in that this college offers:	1.	2.	3.
List three things you really like about this school based on who you are as a learner	1.	2.	3.
List three things that make you hesitate about this school	1.	2.	3.

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College Exploration
College Research

Co.E. Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Look at the scenarios below and decide which student you think will be the most successful. Provide three reasons why you believe that student will be the most successful.

- **Scenario 1**: Jessica is a senior. Her mother is a single parent and works hard to make sure Jessica has everything she needs. In addition to working two jobs, her mom takes time to visit colleges with Jessica. Her mom attempted to go to college but dropped out because she didn't feel like she belonged in the college she attended. She warns Jessica of this often. They have visited 7 schools so far this year and they have 5 more visits planned.
- **Scenario 2**: Ronald is a senior. His father and mother both went to the same college and graduated. His parents graduated from the same college and they believe that it is family tradition to attend this college. His parents are both in the medical field and believe that Ronald should follow in their footsteps. Ronald is conflicted. He wants to make his parents proud, but he is not interested in medicine. He is currently enrolled in the same university that his parents attended and will start classes in the fall.

Activity

ARC Objectives:
- **(A) Choose. Discover:** Recognize constraints/weakness; recognize advantages/strengths
- **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences
- **(R) Connect. Understand:** Identify & define connections between new ideas/experiences and

College Research: Students will continue to do college research into their safety, match, and reach schools. Now that they have had an opportunity to explore the college websites, they will be going on virtual tours of their prospective colleges and universities to continue to gain insights into potential colleges that suit them.

Introduction to Research: Give students the College Research Guide and template to gather their research. Let students know that they will be including their research results in a final presentation so they will need to organize their notes in the template.

- Instruct students to research 1 safe, 1 match, and 1 reach school based on their selectivity range.
- They will have three days in total to do the research and prepare their final presentation.

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personal values

Timing: 30-35minutes

Resources/Materials:

- College Research Note Taking Template *from previous lesson*
- Examples of Colleges and Universities Based on Selectivity Index *from previous lesson*
- Computers

Virtual Tours: 80% of high school Juniors report that campus visits are extremely important to their college selection process. Fortunately, many colleges and universities offer virtual tours to students. Direct students to the sites below to find their prospective college or university and have them take a virtual tour as part of their research.

Bank of Sites that host Virtual Tours

YouVisit – This offers comprehensive and impressive high quality photos and video. A student narrator is in the bottom corner of the screen narrating the video on screen.

- https://www.youvisit.com/collegesearch

YOUniversityTV This is a video format where students tour you around campus and tell you stats and details

- https://www.youniversitytv.com/category/college/

CampusTours – A comprehensive site that allows you to search for a college/University- you can click on tour, website, map, or video (YouTube) for each university. The site also gives stats on the college (but it's not as interactive)

- https://campustours.com/

(Optional) Extension Activity: Yesterday's article mentioned that the best way to know if a college is a good fit is to have as many interactions with people from the campus as possible. Choose (at least) one of the following options to learn more about the top college of your choice and then reflect upon your experience.

- Join the mailing list of colleges of interest and participate in a special virtual opportunity
- Attend an online information session
- Talk to an admissions counselor with live chat services.
- Reach out to an alum that has attended that college and ask them about their experience

Reflection Questions:

- What is something new you learned from your experience?
- How does this experience influence your opinion of this college/university?
- What questions are remaining for you after this experience?

Note: Acknowledge that not every student is interested in college, but remind them that it is important that they remember to keep their options open.

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	College will always be an option and they will have the opportunity to explore other options in coming lessons.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Based on your virtual tours today, which school best meets the desired qualities for you as a learner? Which school can you best picture yourself at based on the campus? Which school has the experiences that you hope to have in college? Which school made you feel most welcomed?

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College Exploration

College Research

Co.E. Day 5

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: What is one fear you have about post-secondary life? Why do you have this fear? What can you start doing now to begin overcoming the fear? Who are the people around you who will help you to overcome this fear? Who may hold you back? Explain.

Activity

ARC Objectives:

- **(A) Choose. Discover:** Recognize constraints/weaknesses; recognize strengths/advantages
- **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences
- **(R) Connect. Understand:** Identify and define connections between new ideas/experiences and personal values

Timing: 30-35minutes

Resources/Materials:

- College Research Note Taking Template *from previous lesson*
- Computers

College Research: Today students will complete their college research on 1 safe, 1 match, and 1 reach school to help them gain knowledge to inform their post-secondary decision.

Make sure students have the College Research Note Taking template to gather their research. Remind students that they must complete the research guide for at least three schools - 1 safe, 1 match, and 1 reach school.

When students finish their research, they should be preparing a presentation about the Match school that they are most excited about. Students can present the information about this school in the mode of their choice (ppt, brochure, prezi, poster, etc.). Aside from information about the school, students should include the following reflection.

1. A picture of their favorite part of campus
2. What people from the campus say about the college or university
3. Explanation of why this school is a good “match” for them.
4. Explanation of why this school is a good “fit” for them.

Closing

Timing: 5-8 Minutes

Resources/Materials:

- Closing Reflection on

Closing Reflection: What are three things you learned about the school you researched today? What are two things you found surprising about the school you researched today? What is one question you still have about the school you researched today?

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display	

Career Application

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Career Application

Application Process

Ca.A. Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: Have you ever had a job before? If so, how did you get it? What aspects of that process do you think are common across all jobs? If not, what do you think is involved in getting a job? List as many things as you can think of.

Activity

ARC Objectives:

- ➕ **(A) Contribute. Understand:** Create a plan of action to achieve a goal

Timing: **30-35minutes**

Resources/Materials:

- Application Process Requirements
- Sample Job Application

The Application Process: Now that students have had the opportunity to consider specific careers, they will use the next several lessons to begin to build different components need to apply to a job. First, students will take time to understand all of the steps of a typical application.

To introduce students to the application, hand out the "application process requirements" and lead students through a whole class discussion using the following questions:

1. Why is it a good idea to practice the job application process now?
2. What components of the job application process can also benefit students as they apply to colleges?
3. How does going through this process with your peers give you an advantage over other students who may not have the opportunity to practice the process?

After discussing the components of the application process and purpose for tackling it, pass out the sample job application and have students start completing it. Let students know that this is one example of the written application, but it serves as a great opportunity to get to know what types of questions are asked and how one might answer them.

Teacher Note: As students are completing the written application, take questions about different elements of the application, such as CEEB code, or any other terms they may not be familiar with.

Teacher Note: Be sure to have a system set up for students where they can save all of their application pieces in a way where they can access them easily next year when they begin applying to colleges and universities.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What parts of the application were easy to fill out? Which were difficult? Were there any questions that surprised you? Were there any questions that you were hesitant to answer? Explain.

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Name: _____ Date: _____

College Application

Application Process Requirements

Day 1

Job Applications have many steps and all applications are not the same. Read the sections below to see what you can expect from a typical job application. It will help you to know as much information about the process as possible before you begin completing applications.

Written Application	Each job will have an online written application. These applications ask for a lot of information about you and your history. Practicing a written application will make sure you have all of the information ready to go for whichever application asks for it. Categories of personal information include: your name and address, contact information, race/ethnicity, education background, extracurricular activities and work history.
Cover Letters	Most job applications require a cover letter from applicants. Your cover letter gives you an opportunity to explain in detail who you are, what your strengths are and why you are a good fit for this job.
Resume	While the written application asks for your education and work history, most jobs also require a resume. A resume is a summary of your work and school experience, skills, and character traits.
Interview	If a hiring committee likes what they see on an applicant's written application, cover letter, and resume, they will be invited in to an interview. The interview is a chance for the hiring committee to get a better sense of the applicant as an individual to see if they would be a good fit among their organization. It is also a chance for the applicant to get a better sense of the organization and job they are applying for.

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Name: _____ Date: _____

College Application

Sample Job Application

Day 1

Personal Information

Legal Name:

Date of Birth:

Email:

Permanent Address:

Days/hours available to work

Circle all that apply

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
How many hours can you work weekly?			Can you work nights?		Date available to begin?	

Academic Information

School:

GPA:

Date of Graduation:

Focus of Study:

Work Experience

(Please list ALL work beginning with your most recent job held)

Company	**Name of Supervisor**	**Hrs/Week**
Phone Number	**Start Date**	**End Date**
Address	**Reason for leaving**	
List the jobs you held, skills used or learned, advancements or promotions while you worked at this company.		

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Company	**Name of Supervisor**	**Hrs/Week**
Phone Number	**Start Date**	**End Date**
Address	**Reason for leaving**	
List the jobs you held, skills used or learned, advancements or promotions while you worked at this company.		

Company	**Name of Supervisor**	**Hrs/Week**
Phone Number	**Start Date**	**End Date**
Address	**Reason for leaving**	
List the jobs you held, skills used or learned, advancements or promotions while you worked at this company.		

References

Please include name, contact information, and circumstances of your acquaintance

1.
2.
3.

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Additional Information

- Have you ever been employed by this organization in the past? **Yes/No *(circle one)***
- I certify that I am a US citizen, permanent resident, or a foreign national with authorization to work in the United States. **Yes/No *(circle one)***
- Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgement to a felony? **Yes/No *(circle one)***
- If yes, please explain:

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Career Application
Resume

Ca.A. Day 2

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: How can a resume tell a story? What are some of the personal characteristics that someone might be able to see through reading a resume? What should be included in a resume? What shouldn't be included in a resume?

Activity

ARC Objectives:
- **(A) Encounter. Understand:** Examine models.
- **(A) Tinker. Discover:** Negotiate ideas with others.
- **(R) Describe & Evaluate. Understand:** Use experience and/or feedback to decipher between better and worse options.

Timing: 30-35minutes

Resources/Materials:
- Sample Resume #1
- Sample Resume #2
- Resume Template

Application Process: Today students will start the application process. They will go through all of the steps of a typical application in order to learn how to best represent themselves in order to get the job that they are pursuing.

Teacher Note: Everything that students will be developing this week will be helpful for them as they seek jobs and careers. Help them set up a system to organize all of their documents for easy access.

Resumes: The practice of writing a resume will help students learn how to summarize their background, skills, accomplishments and interests in a succinct and impactful way.

Step 1: In groups of 3 - 4, students will review two sample resumes and come to a consensus around who is the better candidate for a job and why.

Step 2: Have each group present the candidate that they chose to hire. Have students answer the following questions in their presentations.

- Which candidate did you choose?
- Why did you choose this candidate?
- What are some of the qualities that stood out to you about this candidate?
- What are some of the weaknesses of the candidate you didn't choose?
- What kind of story did the winning candidate's resume tell? How did they convey this?

Teacher Note: Record the answers of students so they have a reference of what to include in their own resumes.

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	Step 3: Give students the rest of the period to draft their own resumes using the template. You can assign specific jobs for this or you have students choose a job that is relevant to them.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What components of your resume are really strong? How are you going to ensure that those aspects stand out to hiring managers? What components of your resume aren't so strong? How can you make those areas seem like strengths?

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Name: _____ Date: _____

Career Application

Sample Resume # 1

Day 2

PERRY JAMESON
1515 Stanley Drive #62
Hometown, KS 66202
perry.jameson@dbplanet.com
(913) 555-1938

RESUME PROFILE
Outstanding student with experience in print and on-line journalism seeks an opportunity for admission into a Performing Arts Program .

EDUCATION
Completed three years at Hometown High School. Graduation date: May 2021.
GPA 3.85. Top 5% of class.

EXPERIENCE
Newspaper Staff Member, Hometown High School Aug 2020 - present.
Features editor of campus newspaper, Aug 2017 - Aug 2020. Responsible for award-winning design. Re- searched information for news articles using library and Web sources. Composed and edited informational articles, columns, editorials, and advertising copy.
Yearbook Committee Member, Hometown High School Aug 2019 - present.
Editor-in-chief of yearbook staff. Leader of design and publication teams from initial layout through finished product. Aug 2017 - Aug 2020.
Yearbook staff member. Experience taking photographs, designing layout, and writing captions and side- bars.

RELEVANT HIGH SCHOOL STUDIES
Technical writing; advanced composition; debate; video production; computer classes providing knowledge of word processing, desktop publishing, and Web software.

HONORS, AWARDS, AND MEMBERSHIPS
U.S. Media Association Scholarship recipient
Scholarship based on academic achievement, community service, and campus participation and leadership in high school communications projects and studies.
2019 Best High School Newspaper Design winner
Central State Regional Communications Contest, sponsored by the Communications Department, State University.
President of high school chapter of
Future Communicators of America (FCA), 2019 - present
Member, 2018 - present.
Treasurer of National Honor Society, 2019 – present

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Name: _____ Date: _____

Career Application

Sample Resume #2

Day 2

Roberta Jordan
12345 Hemingway Ln.
Austin, TX 78722
(512) 456-7891 - R.Jordan@email.com

Resume Profile

Detail oriented, reliable and mature high school senior seeking a part-time retail sales position with a youth-oriented clothing environment to gain experience and insight into the fashion industry for a future career in fashion and design.

Work Experience

Country Club Lifeguard Summer 2019 and 2020
Monitored swimming areas for rule violations and drowning victims.
Assisted in maintaining pool facilities and recreation areas surrounding pool areas.
Supervised entertainment activities sponsored by country club.
Worked assigned shifts at check-in and concession stand.
Attended training courses and maintained CPR certification.
Taught summer swimming classes and received outstanding student evaluations.

Hawkins, Robins, Warbler and Finch, Attorneys at Law Fall 2017 - Fall 2018
Picked-up and delivered catering and supplies for luncheons and corporate functions. In-house mail delivery and sorting.
In-house document delivery.
Office supply pick-up for local merchants.
Assisted clerk in the law library.
Delivered documents to and from the courthouse and other law offices.

Volunteer Work

Big Brothers/Big Sisters 2019 - 2020
Assisted with and participated in group activities and field trips.
Monitored youth during activities.
Tutored ages 8-13 and assisted with homework assignments.

Texas School for the Blind 2018
Book Reader
Read literary masterpieces into a tape recorder for use by the community.
Assisted with volunteer office duties.

School Organizations

National Honor Society 2017- 2020
Pep Squad 2017 and 2018
Decorations Committee Chair — 2018
Latin Club Secretary 2017 - 2019
Latin Club Vice President — 2020
Senior Student Council Representative 2013 Secretary — 2020

Education

City High School 2017 - 2021

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Name: _____ Date: _____

Career Application

Resume Template

Day 2

Demographics	Name: Address: Phone number: Email:
Resume Profile *(consider listing your skills and interests here)*	
Education	School Name: Graduation Date: GPA: Academic Awards/Honors/Achievements:
Work Experience *(be sure to put dates and list duties)*	
Volunteer Experience (be sure to put dates and list duties)	
School Organizations (emphasize leadership roles)	

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Career Application

Letters of Recommendation

Ca.A. Day 3

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: How would your teachers describe you? Write at least 7 sentences in the voice of one of your teachers describing you. Are there certain teachers who would describe you differently than others? If so, why?

Activity

ARC Objectives:

- ➕ **(A) Choose. Discover:** Recognize constraints/ weaknesses; recognize advantages/strengths
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:

- "How Important are Letters of Recommendation?" Text

Application Process: Today students will continue the application process. They will go through all of the steps of a typical application in order to learn how to best represent themselves in order to get the job that they are pursuing.

Letters of Recommendation: Up to this point, students have had the agency to paint the picture of who they are for a future employer. However, many jobs and even colleges ask students to submit letters of recommendation so employers get an outside perspective of the student. Today students will learn about letters of recommendation and brainstorm how to get letters of recommendation that will boost their applications.

Step 1: Have students read the text about letters of recommendation and answer the guiding questions. You may choose to cover these guiding questions either in small groups using a discussion protocol, whole group, or allow students to complete individually and then share out their responses.

- Explain the pig analogy in your own words. What does the author mean by saying a good recommendation letter can be like lipstick on a pig?
- What should you do to make sure that you get your letters of recommendation from your teachers on time?
- How can you ensure that the letter of recommendation will highlight your strengths?
- Are you typically able to see your letters of recommendation? Why is this the case?

Step 2: After the text discussion, have a student recorder take ideas from the class around which adults would be good choices (and not good choices) to

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	ask for letters of recommendation. When students have generated a sizable list, take record of who they will be asking for letters.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Are there any relationships that you think you could strengthen over the course of this school year with adults who could write a letter of recommendation for you? If you have a bad relationships with an adult and then turn it into a positive relationship, what does that say about your character that your teacher/adult could write about?

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Name: _____ Date: _____

Career Application

Day 3

How Important are Recommendation Letters?

Analogy time! Imagine you are getting ready to go on a blind date and wondering what to wear. Let's say you are an extraordinarily unattractive person (don't get mad, it's just an analogy). So go ahead and reach into your closet and pull out your very best designer clothes. Put 'em on and check yourself out in the mirror. Nice! But guess what? You are still an extraordinarily unattractive person in a zoot suit.

Now switch gears: say you are an amazingly beautiful person. Say Angelina Jolie calls you for beauty tips. Reach into the same closet, but this time, pull out a stained purple sweat suit with a puffy parrot appliqué. Now what does the mirror say? OK, sure, you're still very attractive, but that sweat suit ruins the whole picture.

This is how you can think of letters of rec. A glowing letter — like an Armani suit — will make an attractive applicant more attractive, but put on the parrot, and the beauty factor starts to tank. Similarly, the parrot will make the terrible applicant even more terrible (remember: two wrongs don't make a right) and even the Armani is just lipstick on a pig.

When applying to colleges or scholarship organizations a good recommendation letter or refer- ence could be the difference between acceptance and rejection. Some colleges/organizations will require one or possibly two letters of recommendations, however if they don't ask for one it may still be a good idea to provide one, (unless specifically told otherwise). If you are unsure whether or not you should provide one, simply call student services at the institution or the foundation to which you are applying to. However for most cases a recommendation letter will usually be encouraged.

Now let's stop pretending and get back to reality: You are the Angelina adviser and it's import- ant you figure out who can whip up an Armani suit for you. Two rights do make a right.

To fully understand why a letter of recommendation is important and who you should be asking to write one on your behalf, you just have to look at it from the perspective of the college or scholarship organization. The organization probably receives hundreds to thousands of applica- tions so it can be difficult to select the best suited applicants for their institute. A good letter of recommendation could make you look unique and better suited than other applicants.

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It is also important to realize that someone's recommendation will be more valuable than anoth- er one. If the scholarship is the field of sciences then a teacher in the science department may be a better choice than your English teacher. If you are pursuing an education in business then maybe a previous employer would be a better choice than a letter from your football coach and a high profile community leader may provide immediate recognition and credibility.

Beyond applicability, you must make sure that whoever you choose to provide a letter of recommendation reflects and highlights your best qualities and strengths. Ask that person point blank if they can give you a positive recommendation if called upon. You don't want any surprises.

When you finally have decided on your recommender there is still much you can do. Firstly re- member to ask early so your recommender has time to write your letter or just in case they say no that you have time to find a replacement. Most importantly remember to help your recommender with the letter. It's true that the letter needs to be from the writer's perspective but you can also prepare a draft on their behalf and then provide it to them for final review, editing, changes, etc. Remember, they need to sign off on the letter. You can also make their job easier by letting them know what scholarship (s) you are applying and what the scholarship criteria is. The more information you provide the more customized the letter of recommendation will be.

Evaluation forms will usually include a box for you to check, indicating that you waive your right to read the recommendation in the future. Our advice: just check it. If you're really worried that your teacher might write something unflattering about you, then you might actually want to ask somebody else to be your recommender. (And don't be afraid to ask: it's better to straight-up ask a teacher, "will you write me a positive recommendation?" than to just hope for the best and end up with negative comments in your evaluation.)

Assuming that your recommendations are going to be positive, there's really no reason why you'd ever need or want to read it, anyway. So checking the waiver box will give admission officers confidence that your recommenders are being completely honest, not just saying nice things about you because they're worried that you'll read their words someday.

On that note, make sure that you think long and hard about Who to Ask for Letters or Recom- mendation, because you want to be sure you get the designer version and not the puffy parrot one. Check out What Makes a Great Letter of Recommendation for some inspiration.

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Career Application

Letters of Recommendation

Ca.A. Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Paired Problem Solving: With a partner, come up with a solution to the following problems that relate to an applicant:

1. Julian doesn't have any positive relationships with adults in the school building. He has a mentor that he is sometimes on good terms with. He has to get letters of recommendation, but his pride is getting in the way.
2. Angelica has a criminal record and she wants to get a job that requires a background check. She has all the qualifications for the job, but she's really worried about the mistakes she has made in the past.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Understand:** Create a plan of action to achieve a goal.
- ➕ **(R) Envision. Understand:** Classify specific behaviors/strategies that will promote or derail future visions.

Timing: 30-35minutes

Resources/Materials:
- Letter of Recommendation Request Form

Application Process: Today students will continue the application process. They will go through all of the steps of a typical application in order to learn how to best represent themselves in order to get the job that they are pursuing.

Letters of Recommendation: Now that students understand the purpose of letters of recommendation, they will be setting out to request two letters of recommendation.

Step 1: Tell students that teachers are busy people and they get flood with requests for letters of recommendation the entire year. Embarc students want to appear as prepared and grateful as possible, so they will complete a letter of recommendation request form for each letter of recommendation that a student is seeking to live up to this reputation.

Step 2: Instruct students to use the email template to construct an email asking for a letter of recommendation.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: What is one of the values that you listed on your brag sheet? How will this value help your teacher/adult understand you better? Explain

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Name: _____ Date: _____

Career Application

Letter of Recommendation Request Form

Day 4

Email Template

Dear _____,

I am reaching out to you because I am working hard toward graduating and beginning my life after high school. I'm taking all of the steps necessary to achieve my goals and one of those steps is to get several letters of recommendation and I would greatly appreciate it if you could write a letter of recommendation for me.

I really appreciated _____ about (you/our relationship) and with this in mind, I think you would be a great person to vouch for my skills.

I am including some helpful information about myself to make it as easy as possible for you. The deadline for submitting the letter is _____. Please let me know if you are comfortable writing a letter like this for me.

Sincerely,

_____

Letter of Rec. Request Form

Student Making Request:
Teacher/Staff Member Receiving Request:
Date of Request:
Description of job you are applying to:

On the table below, be sure to rate your personal qualities in comparison to others in your grade. Draw an X through whichever box applies.

Criteria	Below Average	Average	Above Average	Outstanding
Academic Achievement				
Leadership				
Time Management				
Motivation				

Please list any academic accomplishments below:

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Brag Sheet

Student Making Request:

My personal values are:

My greatest strengths are:

The things that set me apart from others are:

My friends and family would describe me in the following ways:

What I'm looking forward to most about this job is:

Experiences (mark all that apply to you)			
	Position/ Responsibilities	# of years	Hours/Week
Volunteering			
Leadership			
Arts & Music			
Cultural			
Honors and Awards			
Other			

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Career Application Interview

Ca.A. Day 5

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: How will you make yourself stand out in an interview? How will you show a hiring committee that you are a good fit for their organization?

Activity

ARC Objectives:
- ➕ **(A) Practice. Understand:** Apply new skills/ideas in a creative way.
- ➕ **(R) Envision. Understand:** Classify specific behaviors and/or strategies that will promote or derail future visions.

Timing: 30-35minutes

Resources/Materials:
- Application Criteria Checklist
- Job Interview Questions

Career Simulation Activity: Today students will put all of their application work to the test in a job interview in which they will interview each other and review the application documents in order to determine if they will get an offer letter.

Teacher Note: This simulation can be done in the form of an end of unit event rather than peer interviews. Please speak to your Embarc coach and plan for an event if that would be a more authentic, meaningful experience for your students.

Hook: If time allows, show this short clip that highlights some tips for doing well in a job interview.

6 Tips for Your First Job Interview!
- https://www.youtube.com/watch?v=aTHAZhxT4gg

Discussion: Lead a discussion using the following questions

- What should you wear to an interview?
- How should you speak?
- Why should you have a notebook at the interview?

Simulation Interviews:

Step 1: Put students into groups of 3. Each triad will be responsible for performing job interviews. If possible, you can have the students video record themselves so they can do a critique later.

Step 2: Have the students use the interview questions to interview each other, rotating through the following three roles:

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	• Interviewer: Request the application materials from the interviewee and ask interview questions, responding authentically to the answers given. • Interviewee: Arrive on time with prepared materials and answer interview questions openly and honestly • Observer: Take notes on the interviewee (both in terms of the materials they presented and the answers they gave). Be prepared to give feedback for the interviewee based on the application material checklist.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How did it feel to participate in interviews today? Were you prepared? What were you feeling? Nervous? Confident? What was one thing that you did really well? What is one thing that you would like to improve next time?

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Name: _____ Date: _____

Career Application

Application Criteria Checklist

Day 5

Student Name:	Date:
Student Assessing:	Grade: _____/100
Application Materials Check Off List	Criteria (5 points/ bullet point)
Application (15 points)	• Application is completely filled out • Answers are typed or legible • No errors
Resume (25 points)	• Resume includes student's Educational History • Represents student's extracurricular involvement • Includes student's objective/profile • Highlights strengths and skills of the student • No errors
Cover Letter (25 points)	• Cover letter tells a story • Makes the student standout • Impresses the general audience • Shows the students personality • No errors
2 Letters of Recommendation (10 points)	• 2 letters of recommendations from adults are included (5 points each)
Interview Preparedness (25 points)	• Student is dressed for success • Student comes prepared with all materials • Student formally greets the interviewer • Student answers each question honestly • Student has questions prepared for the interviewer

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Name: _____ Date: _____

Career Application

Job Interview Questions

Day 5

Before beginning the interview: Be sure to establish what job the interviewee is applying for so they can answer with specific answers:

1. Tell me about yourself?

2. Why are you interested in this job?

3. What can you bring to our organization?

4. Does your high school record accurately reflect your talent and abilities?

5. If you could do one thing in high school differently, what would it be?

6. Recommend a good book to me.

7. What do you see yourself doing 10 years from now?

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College Application

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College Application

The Application Process

Co.A. Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: Would you consider yourself a "planner"? Why or why not? How can planning out a potentially stressful process benefit you? What are the possible outcomes of NOT planning for a potentially stressful process?

Activity

ARC Objectives:

- ➕ **(A) Contribute. Understand:** Create a plan of action to achieve a goal

Timing: 30-35minutes

Resources/Materials:

- Application Process Requirements

The Application Process: Now that students have had the opportunity to consider specific colleges and universities that would be a good fit and match for them, they will use the next several weeks to begin to build the different components needed to apply to college. First, students will take time to understand all of the steps of a typical application.

Day 1 - The Application: To introduce students to the application, hand out the "application process requirements" and lead students through a whole class discussion using the following questions:

1. Why is it a good idea to practice the college application process now?
2. If your first choice for a post-secondary pathway isn't college, why should you still invest in this application process?
3. What components of the college application process can also benefit students who are looking for a career or trade after high school?
4. How does going through this process **now** give you an advantage over other students who may not have the opportunity to practice the process?

Teacher Note: Be sure to have a system set up for students where they can save all of their application pieces in a way where they can access them easily next year when they begin applying to colleges and universities.

Closing

Timing: 5-8 Minutes

Closing Reflection: What parts of the application were easy to fill out? Which were difficult? Were there any questions that surprised you? Were there any questions that you were hesitant to answer? Explain.

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Resources/Materials: ○ Closing Reflection on display	

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Name: _____ Date: _____

College Application

Application Process Requirements

Day 1

Directions: College Applications have many steps and all applications are not the same. Read the sections below to see what you can expect from a typical college application. It will help you to know as much information about the process as possible before you begin completing applications.

Written Application	Each college will have an online written application. These applications ask for a lot of information about you and your family. Practicing a written application will make sure you have all of the information ready to go for whichever application asks for it. Categories of personal information include: your name and address, contact information, race/ethnicity, family size and background, highest levels of education attained in the family, high school information, academic courses and record, ACT/SAT scores, extracurricular activities and work history.
Personal Statements	Most colleges and scholarship applications require a personal statement (sometimes called personal essay) from applicants. Many require more than one essay answer. Most essay requirements are between 250 - 500 words. Your personal statement is your best chance to differentiate yourself from other applicants to the same college and also to explain any perceived red flags in your application.
Other Materials	While some colleges use the Common Application, they will likely have unique supplements that will be required. Be sure to research each college on your safety, match, and reach list to see the specific application components that they require. Supplemental components include: letters of recommendation, resume, and transcripts.
Fees and Waivers	The average college application fee is now around $40, so applying to several colleges can be expensive for families. YOu may be eligible for waivers. The National Association for College Admission Counseling (NACAC) provides a form called the “Request for Application Fee Waiver” to be completed by students with the help of their high school counselor. As fees are a big part of college, we will also discuss FAFSA and scholarship applications as part of the application process.

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College Application

The Application Process

Co.A. Day 2

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: Based on what you know so far about the college application process, what do you think are the top three most important components of your applications? List the components and write a reason next to each one.

Activity

ARC Objectives:

- **(A) Tinker. Discover:** Negotiate ideas with others.
- **(A) Encounter. Understand:** Examines models
- **(R) Describe & Evaluate. Discover:** Talk about feelings and thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:

- Application Process Requirements
- College Applications for 3 Different Students
- Ranking Sheets

The College Admissions Process Simulation: For this simulation, students will be given 3 college applications to a fictional university. They must decide which of the 3 students they will accept based on all of the various aspects of the applications. As admission reps, the students will decide to give one of the applicants a Full Tuition Scholarship worth $65,000 a year, another application gets a Partial Tuition Scholarship worth $28,000 a year, and the other student gets rejected.

Step 1: Have students review applications and personal statements individually.

Step 2: After students have reviewed all of the application information for each candidate, they will complete the ranking sheet in preparation for their group work with their admission teams.

Step 3: Group students into admission teams where they will come to a consensus about which candidate to give the full tuition scholarship, the partial tuition scholarship, and the rejection to.

Teacher Note: You may decide to give students some advice on how to annotate the personal statements so they can keep track of what they like about the application and what they don't like.

Closing

Timing: 5-8 Minutes

Resources/Materials:

- Closing Reflection on display

Closing Reflection: How does analyzing college application information help you to determine which areas are your strengths and which areas you need to work on? How could you do this on your own to ensure that you have the strongest application possible?

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Name: _____ Date: _____

College Application

Application Process Requirements

Day 2

Directions: College Applications have many steps and all applications are not the same. Read the sections below to see what you can expect from a typical college application. It will help you to know as much information about the process as possible before you begin completing applications.

Written Application	Each college will have an online written application. These applications ask for a lot of information about you and your family. Practicing a written application will make sure you have all of the information ready to go for whichever application asks for it. Categories of personal information include: your name and address, contact information, race/ethnicity, family size and background, highest levels of education attained in the family, high school information, academic courses and record, ACT/SAT scores, extracurricular activities and work history.
Personal Statements	Most colleges and scholarship applications require a personal statement (sometimes called personal essay) from applicants. Many require more than one essay answer. Most essay requirements are between 250 - 500 words. Your personal statement is your best chance to differentiate yourself from other applicants to the same college and also to explain any perceived red flags in your application.
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Name: _____ Date: _____

College Application

Marcus Harvey University Application #1

Day 2

Personal Information

Legal Name: Traci Billings
Preferred Name: Traci
Date of Birth: 09/16/2002
Ethnicity: White
Email: tmack@gmail.com
Permanent Address:
4798 W Naple Ave
College Park, GA 432017

Academic Information

School: St. Darrin of the West Jesuit High School
Type of School: Private
GPA: 3.1 out of 4.0
Start Date: 09/2017
Date of Graduation: 06/2021
Current Year's Course: Please list name, level (honors, AP, IB, etc.)

Semester 1:	**Semester 2:**
British Literature	British Literature
AP US History	AP Government
Physical Education	Physical Education
Calculus	Calculus
Spanish 4	Spanish 4

AP/IB Test Scores

Test Name/Score: AP Us History/4

Standardized Test Scores

SAT: 1080
- **Reading:** 1040
- **Math:** 1240
- **Writing:** 850

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Extracurricular & Volunteer Information

Activity:	Years of Participation:	Specific Accomplishment:
Basketball Team	2 years (9th and 10th grade)	Freshman of the year
Baking Club	1 year (10th grade)	Ran a bake sale
French Club	2 years (9th and 10th grade)	Hosted French Club Fair
Debate Team	1 year (12th grade)	Won City Debate Competition

Employment History

Employer:	Job Title	Hours per Week:
Southwestern Company	Sale Representative	43
T-Mack Baby Sitting	Baby-Sitter	10

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Personal Statement for Application #1

As I am sitting in my car, parked on the side of the road, watching my tears fall drop-for-drop with the rain pelting my car outside I ask myself, How did I get here? Immediately my thoughts rewind two months and I am sitting in an interview for a seemingly impossible summer job. As one of the three thousand students selected, out of the thirty thousand interviewed, by the Southwestern Company, the job description was grueling in its simple explanation: develop and market your own business. In order to be successful, I would have to work forty-five hours each week in order to do well; the most successful people in the company worked more than fifty hours each week.

Why would I ever want to do this job? The interviewer laid out the benefits for me: communication skills (talk to three-thousand families across a broad economic spectrum); personal growth (learn and apply success principles for the rest of your life); resume (be able to document your work ethic); travel (be relocated to a different state for the entire summer); and the clincher, money (average student in his or her first summer makes eight thousand dollars). Sitting in my car, my communication skills amounted to this conversation in my head. Unable to recall any of the endless success principles I had heard in sales school a few weeks ago, my work ethic consisted of sitting in a parked car crying. To make matters worse, I had made forty dollars in the last thirty nine
hours of work, and I was three states and a million miles away from home.

Looking at the clock, which reads 12:30 , I realize that according to my schedule, I have another nine hours of work today. I do not want to quit, but I am not sure if I can bear this – the constant rejection, the weird looks, the dogs chasing me – the rest of the day, let alone the rest of the week or summer. Sure, I had a few sales over the past couple of weeks. There was even a family that fed me dinner and a high schooler that told me my books would help him go to college. Nonetheless, the ninety percent rejection rate overshadowed those isolated moments of success and I was at a pivotal moment in the summer.

My first option was to go home, an option that one of my two roommates for the summer had already taken. My other option was to keep going, even if this seemed to ensure unbearable struggle, rejection, and misery for ten more weeks. Two thoughts kept me going at this crucial point and for the rest of the summer. The first thought was my commitment to my manager and myself: Do not trade what you want most for what you want now. The second thought was the life of my personal hero, Abraham Lincoln. Lincoln failed in business, politics, and his personal life countless times. However, he always had the courage to press on, to try once again, and to overcome obstacles. It was his failures that gave Lincoln the strength of character to lead and unite a nation
in its darkest days. Sitting in that car my problems seemed pretty trivial. So I wiped my eyes, opened my car door, and went to the next house. I did not have any sales the rest of the day, and the week as a whole would be the worst week of my summer in terms of profit, but, in the end, none of that mattered. I had ten more weeks to make sales, and that day – that week – was about my character, my work ethic, and my commitment.

When all was said and done, the summer ended up better than I could have expected. I reaped all of the benefits Mr. Roach had explained to me in my interview about the summer program. I even finished as the top first year salesperson in North America that summer, making over twenty-eight thousand dollars in a twelve week period. I continued to work with the Southwestern Company for three years, eventually becoming an organizational leader: the highest in-school position possible. Working with the Southwestern Company was the hardest and most rewarding thing I have ever done up to this point in my life. It is from this experience I have developed the strength of character, work ethic, and personal commitment to fulfill the challenging tasks and mission of law school and a successful legal career.

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Name: _____ Date: _____

College Application

Marcus Harvey University Application #2

Day 2

Personal Information

Legal Name: Christopher Manning
Preferred Name: C-Dog
Date of Birth: 5/10/2003
Ethnicity: Latino/Hispanic
Email: chrisdamann@gmail.com
Permanent Address:
213 E. Harvey ST.
River Lake, CO 71218

Academic Information

School: Grover Cleveland High School
Type of School: Public
GPA: 3.8 out of 4.0
Start Date: 09/2017
Date of Graduation: 05/2021
Current Year's Course: Please list name, level (honors, AP, IB, etc.)

Semester 1:	**Semester 2:**
Public Speaking	Public Speaking
Physical Education	Physical Education
Band 2	Band 2
Theatre	Ceramics
French 2	French 2

Standardized Test Scores

SAT: 1200
- **Reading:** 720
- **Math:** 840
- **Writing:** 632

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Personal Statement Applicant #2

I grew up without a television, and consequently, I was the elementary school equivalent of a circus freak. Other than that oddity, I had a "normal" childhood. I went to public school, studied music, and played sports. Although a few of my classmates thought otherwise, not having a television did not make me insane, Amish or, my personal favorite, a nun. My parents simply believed that time is valuable and should be spent on more productive pursuits than television. Instead of watching "Saved By the Bell" like my friends, I read.

I read voraciously, a passion that I still pursue. I devoured books in the car on the way to field hockey practice or percussion lessons. My fifth grade repertoire ranged from The Babysitters' Club to Jane Eyre to a college textbook on the Wars of the Roses. By the time I entered junior high, it was no longer my parents' decision to eschew television that set me apart from my peers, but the results of that choice. My extensive reading awakened in me a love of learning, of uncovering new ideas and stories. I applied this enthusiasm to academics by putting forth my full effort to gain as much as possible from each course. Reading also deepened my interest in the Christian faith that my parents passed on to me. Although I soon realized that ecclesiastical history is dominated by the failure of men and women to follow the commands of Christ, I also learned the less familiar accounts of those who sacrificed their lives or comforts to help others. Their actions reminded me that I, too, must work to help those in need of aid and justice, and that my faith must be active rather than merely a set of abstract morals.

The summer before my senior year of high school, I volunteered with a social worker in the Dominican Republic for a few weeks. I taught English and Spanish to impoverished adolescent girls and educated them on how to avoid the physical and sexual abuse rampant in their community. Their formal education was extremely limited, and they had very few options for the future. I was struck by how much in my life I had taken for granted, from living in a house with electricity and running water to studying at school rather than working in a field harvesting sweet potatoes. Spending time with these girls strengthened my sense of duty to fulfill my potential and to take full advantage of the many opportunities given to me, opportunities that my friends in the Dominican Republic will likely never enjoy. This past summer, I studied politics in London and completed an internship in the House of Commons. One of the requirements of my study program was a dissertation on an issue or aspect of British politics. Since I have always been interested in bioethics, I wrote about the House of Lords and its influence on policy concerning embryonic stem cell research and physician assisted suicide. Studying these issues in the United Kingdom extended my interests in human rights and bioethics to the international level. My inclination toward studying law had developed gradually throughout college, and this experience confirmed my desire to gain a better understanding of the law and its application to these complex issues, since I hope to eventually add my voice and perspective to these debates using my legal degree.

Although as a child I occasionally wished that my parents would buy a television so that I would be "just like everyone else," I now appreciate their wisdom. Living away from home with peers who play video games and watch television incessantly has heightened my awareness of the value of time and of my responsibility to myself and to others to spend it wisely and to fully utilize my abilities. I look forward to the challenge of law school at MGU and to the opportunities that it will bring to my future.

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Name: _____ Date: _____

College Application

Marcus Harvey University Application #3

Day 2

Personal Information

Legal Name: Jason Newberry
Preferred Name: Jay
Date of Birth: 08/28/2002
Ethnicity: African American
Email: newjay@gmail.com
Permanent Address:
244 E. Pershing Rd.
Chicago, IL 60653

Academic Information

School: Tiger Woods High School
Type of School: Public
GPA: 3.3 out of 4.0
Start Date: 09/2017
Date of Graduation: 06/2021
Current Year's Course: Please list name, level (honors, AP, IB, etc.)

Semester 1:	**Semester 2:**
AP Biology	AP Biology
Forensics	Forensics
Music	Band
Spanish 3	Spanish 4
AP American Government	AP American Government

AP/IB Test Scores

Test Name/Score: Ap American Government/1
Test Name/ Score: AP Biology/1

Standardized Test Scores

SAT: 1200
- **Reading:** 720
- **Math:** 840
- **Writing:** 632

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Extracurricular & Volunteer Information

Activity:	Years of Participation:	Specific Accomplishment:
Football Team	4 years (Freshman to Senior)	All State Defender 2 years
Track Team	4 years (Freshman to Senior)	Co-Captain
Baseball Team	4 years (Freshman to Senior)	Team Captain
Wrestling Team	2 years (Junior and Senior)	Team Captain
Student Council	3 years (Sophomore to Senior)	Junior and Senior Class President

Employment History

Employer:	Job Title	Hours per Week:
Burger King	Cashier	15
Wal Mart	Customer Service Rep	20
Menard's	Cashier	15

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Personal Statement Applicant #3

First of my mother's six kids to go three years in high school no one else has did it. I have six brothers and none of them have made it past freshmen year in high school. All of them dropped out said school wont for them they would find another way to live. I believe without education my earnings in the future won't be as high as I
expect. My brothers sit around my mother's house all the time, while I'm getting up at 7 a.m. there still in bed. It has been times I've looked at them and wanted to go back to sleep but I know my hard work will pay off soon.

My mom isn't the most encouraging she is just so immune to seeing her kids give up when it gets hard she throws me down as soon as it looks like I'm slipping. If I get up late she thinks I'm giving up and says things like "You'll have your chance to sit on my couch, and tell me your story about how it's my fault you didn't succeed" What she doesn't know is I'll be the best and nothing less and if I'm not I blame no one but myself. I want to be the first to graduate college and get a real career not some low end job that barely puts food on the table. I want to show my mother that I'm not like my brothers. I'm doing this for her and myself but what motivates me is to do it for her. I've watched my mom struggle for too long she's worked every since I was 1 years old and now after working for 15 years her job fired her with no follow up employment opportunity. She still makes everything possible we've never been without heat lights, hot water, food, or clothes. I want me to be able to relive my
mother's stress so she can just live life.

College is the key to my success after high school I'm starting college as soon as possible. I want to attend the four year The University Of Chicago. I always wanted to go to college in New York but finding housing is a hassle so Chicago is the next best thing. The University of Chicago offers law which is what I want to major in college, it's also a division 3 school in basketball I enjoy playing basketball as well. At the university you live on campus which eliminates me having to find housing. I want to go as far away from Memphis as possible, to expand my horizon, see new things and meet new people from different backgrounds. The University of Chicago isn't just a majority of one ethnicity it is mixed with many other cultures which is how I want my college experi-
ence to be.

In order to achieve my goals I have to take the right steps to get there. I have to stay focused on what matters and remember what's important to me. The University of Chicago is my dream college it would be wonderful if I actually got to attend that college. I'm aware it'll take hard work and I'm willing to work as hard as it takes. I have people I want to make proud mainly my mother but also myself. With a little hard work and determination next year of 2021 when I graduate I'll be on my way to Connecticut. Then in 2022 I'll be on my way to law school to get prepared for my career that the university has prepared me for.

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Name: _____ Date: _____

College Application
Ranking Sheet

Day 2

Directions: Using the following chart, rank each of your top applicants to Marcus Garvey University. Be sure to follow the criteria to the left. You should come up with the final criteria at the bottom of the chart and rank each of the candidates on your criteria as well. Then, list the #1 applicant in each category. This should help you make an evidence based selection.

Criteria	Traci	Chris	Jason	#1 in each category with a two sentence explanation
Grades & Test Scores	1 2 3	1 2 3	1 2 3	
Extracurricular & Work Experience	1 2 3	1 2 3	1 2 3	
Personal Statement	1 2 3	1 2 3	1 2 3	
Additional Criteria:	1 2 3	1 2 3	1 2 3	

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College Application
Personal Statement

Co.A. Day 3

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Projector and speakers for video clip

Journal:
Show students the following video clip on 6 word memoirs:
https://www.youtube.com/watch?v=DW8hOX6QcLk

Then have students write their own six word memoirs. Don't give them more than 5 minutes. Challenge them to think of the most important 6 words that sum up their lives as quickly as possible

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Personal Statement Rubric
- Example personal statements 1 - 6

Introduction to Personal Statements: Read the following quote aloud to students: *"When we have the courage to walk into our story and own it, we get to write the ending. And when we don't own our stories of failure, setbacks, and hurt - they own us"* Brene Brown

Ask students:

1. What does this quote mean?
2. How does it relate to the news articles that they read in the previous lesson?
3. How does it relate to a college application that requires a personal statement or a job application that requires a cover letter?

Personal Statements Day 1: In the next few days, students are going to have the opportunity to craft the stories that they want to tell about their life. The stories that will highlight both their strengths and their obstacles and can serve as a foundation for their personal statements during Senior year.

Step 1: Review with students the rubric that personal statements are assessed on. Go through the elements/descriptors.

Step 2: Have volunteers share their 6 word memoirs while the class practices using the content and individuality elements of the rubric to choose the best six word memoir.

Step 3: Divide students into groups and assign each group a different personal statement to read and review (some of them they saw yesterday in the applications). As a group, they should come to a consensus on the overall

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	grade the writer should receive and be able to defend that grade given based on the criteria on the rubric. **Step 4:** Have students groups share the grade they assigned to the personal statements with their justification.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How can analyzing other's personal statements improve your chances of writing a successful statement? What will you try to keep in mind from this experience as you begin to craft your own personal statement?

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Name: _____ Date: _____

College Application

Personal Statement Rubric

Day 3

Category	Points	Comments
Purpose: Is the purpose or intention of this personal statement clearly conveyed?	/20	• There is a clear story that addresses the impact and purpose the author hopes to have in the future • That impact and purpose is based on a personal story from the author's past
Organization: Is the personal statement structured in a logical manner? Is it structured appropriately for the intended audience? Is anything out of place	/20	• Introduction has a thesis that is clear and sets up the rest of the story **OR** introduction lacks thesis or is vague • Body paragraphs have topic sentences that are logical and fully developed **OR** body paragraphs need more development and/or lack coherence, direction, topic sentences.
Content: Is the entirety of the content pertinent? Does the personal statement contain any "filler" or superfluous information?	/20	• Content offers significant information about the writer (ex: cited accomplishments, talents, qualites, etc. that are clearly supported by concrete examples). **OR** the content is somewhat weak and the writer needs more focus on key points/areas for discussion
Individuality: Does the piece effectively distinguish the author from other applicants? Is the author memorable or remarkable for the right reasons?	/20	• Writer has a clear voice/presence through detailed focus on activities, experiences, background, etc; topics show originality/insights/personality **OR** the writer offers details but does not leave a strong impression **OR** the writer does not leave a strong impression because information is dull, vague or lacking in examples
Mechanics: Is the piece grammatically sound? Are there any misspellings or typos? Are there errors in structure and/or punctuation?	/20	• Run-ons • Fragments • Verb agreement • Spelling • commas

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College Application

Personal Statement #1

Day 3

As I am sitting in my car, parked on the side of the road, watching my tears fall drop-for-drop with the rain pelting my car outside I ask myself, How did I get here? Immediately my thoughts rewind two months and I am sitting in an interview for a seemingly impossible summer job. As one of the three thousand students selected, out of the thirty thousand interviewed, by the Southwestern Company, the job description was grueling in its simple explanation: develop and market your own business. In order to be successful, I would have to work forty-five hours each week in order to do well; the most successful people in the company worked more than fifty hours each week.

Why would I ever want to do this job? The interviewer laid out the benefits for me: communication skills (talk to three-thousand families across a broad economic spectrum); personal growth (learn and apply success principles for the rest of your life); resume (be able to document your work ethic); travel (be relocated to a different state for the entire summer); and the clincher, money (average student in his or her first summer makes eight thousand dollars). Sitting in my car, my communication skills amounted to this conversation in my head. Unable to recall any of the endless success principles I had heard in sales school a few weeks ago, my work ethic consisted of sitting in a parked car crying. To make matters worse, I had made forty dollars in the last thirty nine
hours of work, and I was three states and a million miles away from home.

Looking at the clock, which reads 12:30 , I realize that according to my schedule, I have another nine hours of work today. I do not want to quit, but I am not sure if I can bear this – the constant rejection, the weird looks, the dogs chasing me – the rest of the day, let alone the rest of the week or summer. Sure, I had a few sales over the past couple of weeks. There was even a family that fed me dinner and a high schooler that told me my books would help him go to college. Nonetheless, the ninety percent rejection rate overshadowed those isolated moments of success and I was at a pivotal moment in the summer.

My first option was to go home, an option that one of my two roommates for the summer had already taken. My other option was to keep going, even if this seemed to ensure unbearable struggle, rejection, and misery for ten more weeks. Two thoughts kept me going at this crucial point and for the rest of the summer. The first thought was my commitment to my manager and myself: Do not trade what you want most for what you want now. The second thought was the life of my personal hero, Abraham Lincoln. Lincoln failed in business, politics, and his personal life countless times. However, he always had the courage to press on, to try once again, and to overcome obstacles. It was his failures that gave Lincoln the strength of character to lead and unite a nation
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Personal Statement #2

I grew up without a television, and consequently, I was the elementary school equivalent of a circus freak. Other than that oddity, I had a "normal" childhood. I went to public school, studied music, and played sports. Although a few of my classmates thought otherwise, not having a television did not make me insane, Amish or, my personal favorite, a nun. My parents simply believed that time is valuable and should be spent on more productive pursuits than television. Instead of watching "Saved By the Bell" like my friends, I read.

I read voraciously, a passion that I still pursue. I devoured books in the car on the way to field hockey practice or percussion lessons. My fifth grade repertoire ranged from The Babysitters' Club to Jane Eyre to a college textbook on the Wars of the Roses. By the time I entered junior high, it was no longer my parents' decision to eschew television that set me apart from my peers, but the results of that choice. My extensive reading awakened in me a love of learning, of uncovering new ideas and stories. I applied this enthusiasm to academics by putting forth my full effort to gain as much as possible from each course. Reading also deepened my interest in the Christian faith that my parents passed on to me. Although I soon realized that ecclesiastical history is dominated by the failure of men and women to follow the commands of Christ, I also learned the less familiar accounts of those who sacrificed their lives or comforts to help others. Their actions reminded me that I, too, must work to help those in need of aid and justice, and that my faith must be active rather than merely a set of abstract morals.

The summer before my senior year of high school, I volunteered with a social worker in the Dominican Republic for a few weeks. I taught English and Spanish to impoverished adolescent girls and educated them on how to avoid the physical and sexual abuse rampant in their community. Their formal education was extremely limited, and they had very few options for the future. I was struck by how much in my life I had taken for granted, from living in a house with electricity and running water to studying at school rather than working in a field harvesting sweet potatoes. Spending time with these girls strengthened my sense of duty to fulfill my potential and to take full advantage of the many opportunities given to me, opportunities that my friends in the Dominican Republic will likely never enjoy. This past summer, I studied politics in London and completed an internship in the House of Commons. One of the requirements of my study program was a dissertation on an issue or aspect of British politics. Since I have always been interested in bioethics, I wrote about the House of Lords and its influence on policy concerning embryonic stem cell research and physician assisted suicide. Studying these issues in the United Kingdom extended my interests in human rights and bioethics to the international level. My inclination toward studying law had developed gradually throughout college, and this experience confirmed my desire to gain a better understanding of the law and its application to these complex issues, since I hope to eventually add my voice and perspective to these debates using my legal degree.

Although as a child I occasionally wished that my parents would buy a television so that I would be "just like everyone else," I now appreciate their wisdom. Living away from home with peers who play video games and watch television incessantly has heightened my awareness of the value of time and of

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my responsibility to myself and to others to spend it wisely and to fully utilize my abilities. I look forward to the challenge of law school at MGU and to the opportunities that it will bring to my future.

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College Application

Personal Statement #3

Day 3

First of my mother's six kids to go three years in high school no one else has did it. I have six brothers and none of them have made it past freshmen year in high school. All of them dropped out said school wont for them they would find another way to live. I believe without education my earnings in the future won't be as high as I
expect. My brothers sit around my mother's house all the time, while I'm getting up at 7 a.m. there still in bed. It has been times I've looked at them and wanted to go back to sleep but I know my hard work will pay off soon.

My mom isn't the most encouraging she is just so immune to seeing her kids give up when it gets hard she throws me down as soon as it looks like I'm slipping. If I get up late she thinks I'm giving up and says things like "You'll have your chance to sit on my couch, and tell me your story about how it's my fault you didn't succeed" What she doesn't know is I'll be the best and nothing less and if I'm not I blame no one but myself. I want to be the first to graduate college and get a real career not some low end job that barely puts food on the table. I want to show my mother that I'm not like my brothers. I'm doing this for her and myself but what motivates me is to do it for her. I've watched my mom struggle for too long she's worked every since I was 1 years old and now after working for 15 years her job fired her with no follow up employment opportunity. She still makes everything possible we've never been without heat lights, hot water, food, or clothes. I want me to be able to relive my
mother's stress so she can just live life.

College is the key to my success after high school I'm starting college as soon as possible. I want to attend the four year The University Of Chicago. I always wanted to go to college in New York but finding housing is a hassle so Chicago is the next best thing. The University of Chicago offers law which is what I want to major in college, it's also a division 3 school in basketball I enjoy playing basketball as well. At the university you live on campus which eliminates me having to find housing. I want to go as far away from Memphis as possible, to expand my horizon, see new things and meet new people from different backgrounds. The University of Chicago isn't just a majority of one ethnicity it is mixed with many other cultures which is how I want my college experi-
ence to be.

In order to achieve my goals I have to take the right steps to get there. I have to stay focused on what matters and remember what's important to me. The University of Chicago is my dream college it would be wonderful if I actually got to attend that college. I'm aware it'll take hard work and I'm willing to work as hard as it takes. I have people I want to make proud mainly my mother but also myself. With a little hard work and determination next year of 2021 when I graduate I'll be on my way to Connecticut. Then in 2022 I'll be on my way to law school to get prepared for my career that the university has prepared me for.

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College Application

Personal Statement #4

Day 3

One secret made me miserable for most of my life.

The moon poured creamy beams onto the Utah desert floor. I hid myself from the bitter cold in a sleeping bag under my ivy-colored shelter as I had done for the past seven weeks since arriving at a wilderness program. Slivers of light filtered into my shelter as I lay there contemplating my life. I could not sleep; thoughts buzzed through my head like an angered hornets' nest. I thought, 'If not now, then when?' I was scared though; I had been bullied for most of my life, and the abuse created a negative connotation of homosexuality. The bullying—students putting tampons in my locker, calling me a faggot and other slurs— forced me to build walls around myself. I was scared even to admit my sexuality to myself because that meant I had to be honest about it. I sought courage and I found it; I forced myself to admit it aloud. I whispered the powerful words, "I am gay." I began to feel lighter. I vowed to myself that on Tuesday I would utter the same words to Matt, my therapist.

Tuesday came and I was waiting for Matt. I was more nervous than I had ever been. However, I knew that I did not want to carry the pain around anymore. As I looked around at the staff who were there, I prayed that I would get the girl with the hipster glasses as my DAPS—the staff member who was designated to support the student for the week. I just prayed that it would be a girl. My DAPS was announced: his name was Dean. He had a shaved head and his muscles were almost as big as my fear of coming out. I was terrified. I was going to have to come out to my therapist and Vin Diesel's secret twin brother. At least it was sunny out.

My therapist, Matt, led Dean and me into the wooded desert for our session. I did not want to say anything in front of Dean. He was intimidating and unfamiliar. However, I remembered the pain, and I realized that I needed to do this. Another wave of courage surged in my being: "Well I've been thinking about passions this week, and I'm gay, and a lot of my passions tie up with that because I don't want people to think that I'm gay."

"Hang on, you just said something huge there that you just skipped over," Matt said.

"Yeah. I'm gay." For so long, I had trained myself never to say those words. They felt foreign to my tongue. A smile danced across my face as tears began to well in my eyes. My therapist smiled warmly, happy that I was finally honest.

Since that moment of authenticity, my life has only gotten better. I have been able to come out to my community at John Dewey Academy, my parents, and, most recently, my sister. I have grown into a courageous, confident, and strong man. I have learned that my sexuality does not define me. Coming out allowed me to let down my walls that I held up to protect myself from the bullying that I experienced for my entire life. Revealing my sexuality allowed me to be more honest about other facets of my life. I no longer let people walk all over me like I allowed them to do in the past. I now live from my soul rather than from what is believed to be cool. I have accepted other quirks—my voice and the energy that I put into my speech— all because I was honest about my sexuality. I am no longer ashamed to be an intelligent, powerful, and confident young man who happens to be gay.

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College Application

Personal Statement #5

Day 3

I live alone — I always have since elementary school. I wasn't privileged with having my parents there for me. I didn't grow up with my father; he left when I was four. My mom worked from morning to night, so I spent no time with her. While I grew to appreciate her sacrifices, it strained our relationship. My sister Paola, however, was there for me.

Paola picked me up every day from elementary school. Walking home was the best time of my day; the time I got to connect with a person and actually tell them what I drew in school or the new song I learned to play on my recorder. She was the one who fed me, read me bedtime stories and tucked me into bed. I grew to love her like a mother. In time, Paola left me too. Having to tend to her newborn child, LaMya, my sister could no longer devote her attention to me. Since I was only in second grade when Paola had LaMya, I did not comprehend my sister's actions. I felt abandoned, and I longed to hear someone say I'm proud of you. I used that as a driving force to excel in elementary school.

Before my niece was born I wasn't the brightest kid; I would get C's and B's. Diligent studying, however, paid off. In the fifth grade, Kings County sent me a letter about the "Citation of Honor." I was one out of two kids in my school to receive this award. My mother and sister told me si tu quieres, puedes; if you want it, you can achieve it. Like the engraving on a statue, those words stuck with me forever. I felt empowered knowing my mother and sister had faith in me. In high school, when my mother told me yo quiero que tengas un mejor vida que la mia; I want you to have a better life than mine, I finally accepted that they had other responsibilities. I don't remember the last time anyone asked me how my day was, but I admire my family's sacrifices for their children to have a better life.

Now I pick up my niece from school and listen to her day as my sister did for me. Everything I learned from my family, I pass on to LaMya. My family's values of sacrifice and self-determination, values embodied in my persona, I echo on to her. One day, if she ever feels lonely, she'll know who to come to.

Work drains so much vitality from the people I care about. I know they must work so that one day I will go to a great college, have a good career, and be successful. I will not let my family's economic situation deter me from my future. I used to be selfish and stubborn; I longed for their attention to hear that they are proud me when in reality they always were. I now understand and don't feel so alone anymore.

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College Application

Personal Statement #6

Day 3

You can make almost anything out of LEGOs. You can build miniature spaceships, colorful forts, or cities of blocky skyscrapers that span the basement floor. My favorite was constructing ancient, booby-trapped temples like the ones from Indiana Jones.

In elementary school, I was fanatical about my LEGOs. I would build the medieval castle, complete with the moat and the drawbridge and guard stations and the throne room for the king and queen and their royal dog, Patches. (Coincidentally, Patches was also the name of my dog.) I would kneel for hours, hunched over the hundreds of blocks spread over the carpet, to select just the right piece for each part of the structure.

Once the castle walls were erected and the knights on horseback were set to approach from the other side of the moat, I was done. I didn't really play with the castle afterward. I moved it to the corner so that my sister's Barbie convertible wouldn't crash into it and ruin my little "Ages 3 and Up" masterpiece.

Looking back on my childhood, I was a bizarrely obsessive little kid. For days after building a fort or a spaceship, I would stop and examine that every plastic block was still in place.

It's strange to think that between the age of riding a tricycle and the age of driving a car, I am, in some ways, exactly the same. I don't play with LEGOs anymore, but I am a construction worker of types. Now I write essays and stories and newspaper articles, and I approach it with the same compulsion.

Every word is painstakingly selected with the same intensity I exerted as a child choosing the right color block. Every phrase is turned around and around in my head like arranging the walls of the castle gate. Every sentence is examined for its structural quality. At my desk — like kneeling over my rug — I craft meticulously.

By writing, I hope to create the grand and intricate images in my mind, to give them some physical incarnation. Inked on a page, a nebulous mass of related thoughts can be forged into something real. A story or essay can be erected as the fulfillment of a single concept. My gratification comes from being able to perfectly embody an idea. This can be frustrating because I've never written anything close to perfect. For as much as I agonize over my words and methodically rework every draft, my ideal eludes me. Still, I return to my desk and keep writing, editing, and rewriting because if I don't return to my desk, I'm sure I'll never write the essays, stories, and newspaper articles that I know I want to write. You can make almost anything out of words. You can build planet-sized spaceships, long-lost medieval castles, or cities of glass structures that pierce the clouds. If my construction work is solid enough, I believe I will be able to make these worlds — real and imaginary — come alive on paper the way they did on the rug of my basement. So I continue to build — block by block, word by word, sentence by sentence — in the hope that I will end up with something I can put to the side of my desk and examine every once in a while to see that every word fits in place.

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College Application
Personal Statement

Co.A. Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: How will your own personal story help you to achieve your goals and your dreams? How have obstacles and achievements contributed to who you are as a person? Explain.

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- 10-pointers for Good Personal Statements
- Pair Brainstorming Guide

Personal Statements Day 2: Today students will begin to draft their own personal statement.

Step 1: Give students "10 Pointers for a Good Personal Statement". Either read it as a class or jigsaw the different points, allowing groups of students to own one pointer and then teach it to the class. Encourage students to underline and annotate important points and statements they need to pay attention to when writing their personal statements.

Step 2: Have students begin the writing process by using the Paired Brainstorming Guide. By the end of the day, students should have a solid plan on what they want their essay to be about and what story they are going to use to highlight that message.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: How can brainstorming before you write help you create a strong personal statement? How can you apply this skill to everyday life?

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College Application

Day 4

10-Pointers for Good Personal Statements

Source: 2010 Professors' Guide LLC

Be Yourself	Schools want to read about a student's family, education, talents or passions. They want to hear about significant places or events in your life; about books you have read, people you have met or work you've done that has shaped the person you have become. Schools want to know about you so don't portray someone else in the essay. It's almost like going on a first date. You want to display your best qualities but be yourself at the same time. You want the other person to like you, not someone you're pretending to be.
Be Honest	Don't embellish your achievements, titles, and offices. It's just fine to be the copy editor of the newspaper or the treasurer of the Green Club, instead of the president. Not everyone has to be the star at everything. You will feel better if you don't strain to inflate yourself.
Be an Individual	A personal statement is really just a way to make the college fall in love with you. The essay is where you really get a chance to differentiate yourself from the other applicants. Explain what will you contribute/make an impact on? How will you distinguish yourself from those thousands of others applying? It's not in your activities or interests. If you're going straight from high school to college, you're just a teenager, doing teenage things. Schools want to see how you're different from all other applicants, especially through diversity. What makes you unique? Tell things that have helped you grow as a person and built your character, how you think differently than others, etc.
Go Beyond Your GPA and Test Scores	Many students worry about how their GPA and test scores will affect how colleges or jobs will view them. The personal statement is an opportunity to explain any strengths or weaknesses in your application.
Be Concise	You want to make an impression quickly. Believe it or not, there is a way to say everything you want in a page or less. So, consider what the main message is that you want your reader to leave with and focus on only writing about that subject to get your point across.
Tell a Story	Nothing makes someone fall in love like a good story. In many cases a story is an anecdote of an important moment. Provide some details to help the reader see the setting. Use the names (or invent them) for the other people in the story, including your brother, teacher, or coach. This makes it all more human and humane. It does not have to be the next Pulitzer winner. But, one of the worst things you can do is bore the admission officer. Make yourself memorable by telling a story about something distinctive from a creative or different angle.

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Be Likeable	Colleges see themselves as communities, where people have to get along with others, in dorms, classes, etc. Are you someone they would like to have dinner with, hang out with, have in a discussion section? Think, how can I communicate this without just standing up and saying it?
Be Cautious in your Use of Humor	You never know how someone you don't know is going to respond to you, especially if you offer something humorous. Humor is always in the eye of the beholder. Be funny only if you think you have to. Then think again.
Be Controversial (if you can)	So many kids write bland essays that don't take a stand on anything. It is fine to write about politics, religion, something serious, as long as you are balanced and thoughtful. Don't pretend you have the final truth. And don't just get up on your soapbox and spout off on a sensitive subject; instead, give reasons and arguments for your view and consider other perspectives (if appropriate). Colleges are places for the discussion of ideas, and admissions officers look for diversity of mind.
Be Smart	Colleges are intellectual places, a fact they almost always keep a secret when they talk about their dorms, climbing walls, and how many sports you can play. It is helpful to show your intellectual vitality. What turns your mind on? This is not the same thing as declaring an intended major; what matters is why that subject interests you.

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College Application

Paired Brainstorming Guide

Day 4

Directions: With your partner or your group, use the steps and prompts below to brainstorm a list of ideas to get started on your personal essay. Challenge your partner to keep going even when they believe they have listed all of their ideas. Give constructive feedback even if it feels uncomfortable. Think outside the box and encourage any idea that is presented. In brainstorming, there is never a bad idea.

- Assign a Speaker A and Speaker B
- Speaker A will begin by listing as many ideas as possible in 7 minutes that are stories they could describe that reveal their unique purpose and impact
- Speaker B will record the ideas on post-it notes and put the post-it notes onto a piece of chart paper.
- When 7minutes are up, work as a team to categorize the ideas in one of the following ways:
    - Chronologically: what happened first, second, third, etc.
    - In order of importance: Which idea(s) are the least important to you and which ideas are the most important?
    - In order of interest: Which ideas do you think are least likely to catch the audience's attention and which are the most likely?
- Take away any of the post-it notes that are in the "least" category. You shouldn't keep any that are least likely to engage an audience or least important to you as the writer.
- Prioritize: From the ideas you have left, choose a top 3. Discuss these choices with Speaker B, providing more details about your story.
- Speaker B will give feedback to Speaker A to help Speaker A decide which idea to choose.
- When Speaker A has a solid idea for a story, topic, etc., switch roles.
- Now go through the whole process with Speaker B's ideas.

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College Application
Personal Statement

Co.A. Day 5

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Imagine that you are an admissions counselor at the University of Illinois. List three things that you would want to see in a personal statement and three things that would make you turn down an applicant.

Activity

ARC Objectives:
- ➕ **(A) Tinker. Understand:** Think beyond what is currently possible
- ➕ **(A) Practice. Understand:** Use experience and/or feedback to inform next steps
- ➕ **(R) Describe. Evaluate:** Relate meaning to self and "own" experiences

Timing: 30-35minutes

Resources/Materials:
- Computers

Personal Statement Day 3: Today and tomorrow students will have time to outline and write their personal statement drafts. Encourage them to use their brainstorming sticky notes and feedback from yesterday and remind them that writing is a process so their work will improve over time with the feedback from their peers and teacher.

Step 1: With the whole group, demonstrate at least two different options to outline their essay (e.g. bulleted list, or using a MELCon strategy).

Step 2: Ensure each student has a computer, either by taking them to a computer lab or having them get laptops.

Step 3: Guide students to where you would like for them to write their essays (Google Drive/Google Classroom) so that you are able to access them and give feedback.

Step 4: Give students uninterrupted drafting time. Encourage students to write as much as they can today and tomorrow. They will be able to edit later, but today they should just focus on developing their personal statements as much as possible.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: Have students turn and talk to a partner and share the first few sentences of their personal statements. Tell students to give feedback based on the following questions:

1. Is the first line something that makes you want to keep reading?
2. Based on the first few lines, what do you think my topic will be?
3. Do you think that I should change anything to make my first three lines stronger?

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College Application
Personal Statement

Co.A. Day 6

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Have students share one thing that has been easy for them to describe in their personal statement and one thing that they are struggling with in terms of writing, developing ideas, or even getting started.

Activity

ARC Objectives:
- ➕ **(A) Encounter. Lead**: Create and/or share products
- ➕ **(A) Practice. Understand:** Use experience and/or feedback to inform next steps
- ➕ **(R) Describe & Evaluate. Understand**: Use experience and/or feedback to decipher between better and worse options

Timing: 30-35minutes

Resources/Materials:
- Peer Editing Sheet

Personal Statement Day 4: Today students will have time to finish their rough drafts of their personal statements and begin to peer edit each other's work.

The Writing Process:

- Allow students time to continue writing their personal statements.
- Once they are finished, students will have two of their peers edit their papers using the online peer-editing sheet based on teacher assigned peer-editing triads
- Give each student the peer-editing sheet. They will edit each other's personal statements directly on their Google drive documents.

Note 1: Teacher will have individual writing conferences with students during the next class, so review personal statements today to be ready for the conferences.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: What was one piece of constructive criticism from your peers that you found very helpful? How does constructive criticism help you to get new insight or perspective on your work?

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College Application

Peer Editing Sheet

Day 6

Directions: Follow these directions to provide thoughtful and thorough feedback:

1. Open your Google Drive and then click on the red "Incoming" or "Shared With Me" link on the left menu bar.
2. Find your partner's essay document and click on it to open.
3. In the upper right hand corner, click on the drop-down menu that says "Editing" and change this to "Suggesting." This way your suggestions will not change the paper without the writer's permission.

Feedback Protocol

Now move on to commenting on content. To comment, highlight a block of text and then click on the "Insert comment" button on the icons tool bar (plus sign).

1. Comment on the first sentence. Does it grab your attention? Why or why not? What is your immediate impression of this narrator? Give specific feedback in your comment.

2. After reading the first paragraph, offer a comment that lists some adjectives you would use to describe the writer. These should not be traits that you already know, but what you can tell by READING.

3. Offer suggestions for improving the opening. Be very specific and what works or what doesn't work.

4. Now read the whole paper all the way through. Highlight strong words, images, details. You can highlight by clicking on the dropdown arrow next to the A button on the toolbar and select "Highlight."

5. Do you see any clichés? Overused phrases or ideas (I discovered you only live once...as I stood there on the top of Mt. Fuji, I suddenly realized...Canada is a bubble...Without that experience I would not be the person I am today...) Highlight these problems and leave constructive comments.

6. Offer a comment on the last paragraph or ending. Does it sound too much like an ending? That means, does it sound forced or redundant? Does it end with some nice insights into who is writing it or does it just repeat stuff?

7. Re-read the essay and now, sweat the small stuff! Focus on the spelling and grammar. Is there enough sentence variety, like short sentences used to punctuate between long ones, or do all the sentences sound the same? Did you get the sense this person is trying to show off with ridiculous vocabulary that he/she doesn't actually use OR did you feel they were too informal? Did they keep it consistent in terms of tense, voice, and such? How about the pacing? Did it drag in the middle or somewhere else? Leave comments with ideas for how to fix these problems.

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8. What suggestions do you have concerning the essay? Offer specific or general advice about the paper as a whole, and leave your thoughts in a comment at the end. The more specific you are in your answer, the easier it will be for the writer to follow up with your suggestions.

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College Application

Personal Statement

Co.A. Day 7

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Now that you have almost completed your personal statement, how will you be able to use this essay as the foundation for sharing your impact and purpose with an outside audience? What part of your story do you always want to share with others so they know where you came from, what you have accomplished, and how you will succeed?

Activity

ARC Objectives:
- ➕ **(A) Tinker. Lead**: Create innovative products; evaluate the outcomes
- ➕ **(R) Describe & Evaluate. Understand**: Use experience and/or feedback to decipher between better and worse options

Timing: 30-35minutes

Resources/Materials:
- Peer Editing Sheets *from previous lesson*
- Computers

Personal Statements: Today students will finish the process of writing personal statements and finish peer editing each other's work. Teachers will also have one on one conferences with individual students.

The Writing Process:
- Allow students time to finish writing their personal statements and making edits to their peers' essays.
- Make sure students have at least two other students edit for them and that these two students use the peer editing sheet.

One-on-One Writing Conferences:
- It will be difficult to meet with every student in one day, so target students who have struggled in the past couple of days.
- Have students read their essays aloud to you.
- Ask students what they like about the essay and what they think needs improvement.
- Provide students with warm and cool feedback that is specific.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: What is something you learned today about one of your peers from reading their writing? What is something you learned about your own writing through reading a peer's personal statement?

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College Application

Preparing for the FAFSA

Co.A. Day 8

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What do you think about the phrase, "you get what you pay for."? Do you agree or disagree? Why? Apply this phrase to your college selection process. Do you think a more expensive college has more advantages than a less expensive college? Write about the advantages and disadvantages to going to an expensive school.

Activity

ARC Objectives:
- **(A) Practice. Discover:** Connect with others to develop skills
- **(A) Practice. Understand:** Apply new skills in a create way

Timing: 30-35minutes

Resources/Materials:
- FAFSA terms and Definitions
- Four Square Example
- Four Square Template

Preparing for the FAFSA: An important step in applying to colleges is applying to the Free Application for Federal Student Aid (FAFSA). Colleges and universities use the data from the FAFSA to determine a students' federal aid eligibility, allowing for a student to know what kind of financial support they will get at the colleges and universities they are applying to.

FAFSA Terms: There are so many details on the FAFSA that can cause students to feel overwhelmed or confused. One of the main elements that can lead to confusion is the vocabulary on the form and in the award letters. Today, students will become the experts on the basics of the FAFSA. Today will be focused on vocabulary.

Four Square FAFSA Vocabulary: Pass out the FAFSA terms to students and assign terms to individuals or groups. Each individual or group will become the expert on that term and be responsible for teaching the class their assigned term. To help them present the important elements of the term, students will complete the "Four Square" template. Once the templates are complete, have students present out each term to the class and post the definitions around the room for the class to reference as they progress through their FAFSA and award letters.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: How can understanding the different vocabulary that is associated with the FAFSA help you be as prepared as possible NOW? How about AFTER high school? Explain your response

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College Application

FAFSA terms and definitions

Day 8

FAFSA (Free Application for Federal Student Aid)	Filling out the FAFSA is one of the first steps in the financial aid process, and determines the amount that you or your family will be contributing to your postsecondary education. The results of the FAFSA determine student grants, work-study, and loan amounts.
Federal student aid	The largest form of student aid in the country, federal aid programs come in the form of government grants, loans, and work-study assistance and are available to students at eligible postsecondary institutions (colleges, vocational schools, and graduate schools).
Award Letter	Arriving in your mailbox around mid- to late April, your award letter basically outlines your financial aid package from the college(s) to which you applied. But be careful: Colleges aren't required to follow a standard format for award letters, and crucial information is sometimes missing or misleading—such as the cost of attendance! Colleges sometimes vastly underestimate the cost of transportation and textbooks, or make the financial aid package look more generous than it actually is.
Expected Family Contribution	This is the measure of your family's financial strength, and how much of your college costs it should plan to cover. This is calculated based on a specific formula, which considers taxed and untaxed income, assets, and benefits, as well as the size of your family and the number of family members attending college during the year.
Grants	Did someone say free money? Unlike loans, grants—which can come from the state or federal government, from the college itself, or from private sources—provide money for college that doesn't have to be paid back. We'll take this opportunity here to remind you again to fill out the FAFSA; many grants determine eligibility by looking at your FAFSA results.
Loans	If scholarships and grants don't cover the entire cost of your tuition, you may have to take out a student loan to make up the difference. Federal student loans don't have to be paid while you're in college, and there are also a variety of loan forgiveness programs out there post-graduation. The rates and terms are generally more flexible than private loans.
Work Study/Work Award	The Federal Work Study program provides funds to eligible students for part-time employment to help finance the costs of postsecondary education. In most cases, the school or employer has to pay up to 50 percent of the student's wages, with the federal government covering the rest. You could be employed by the college itself; or by a federal, state, or local public agency; a private nonprofit organization; or a private for-profit organization.
Scholarships	There really isn't much difference between a scholarship and a grant, though the general consensus is that scholarships are primarily awarded for academic merit (good grades) or for something you have accomplished (volunteer work); however, there are many need-based scholarships out there, as well. Like grants, scholarships don't have to be repaid. You have to apply for most scholarships. Scholarships can range anywhere from $50-$50,000. Certain scholarships can be taken away if you don't maintain the requirements of the award.
Tuition	College tuition is the "sticker price" of your education, and does not include room and board, textbooks, or other fees.

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Four Square Template Example

Day 8

Write a definition to this term in your own words:

Tuition is the money that you have to pay in order to go to college. It's like the price tag of an education.

Write 3 advantages or disadvantages related to this term:

Disadvantages:

1. Sometimes you have to go into debt in order to pay tuition
2. Sometimes you can't go to the college you want because the tuition is so high
3. Tuition doesn't stop at the price tag! There are other costs like books.

Financial Aid Term:

Tuition

Write a scenario in which someone used this term in the wrong way:

My friend applied to all of these really competitive colleges that were all out of state and she didn't ever look at the cost of ***TUITION***, so when it was time to choose a school, she didn't have any options that she could afford.

Draw an illustration of your term:

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Four Square Template

Day 8

Write a definition to this term in your own words:	**Write 3 advantages or disadvantages related to this term:**
Financial Aid Term:	
Write a scenario in which someone used this term the wrong way:	**Draw an illustration of your term:**

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College Application
FAFSA

Co.A. Day 9

Opening

Timing: 5-8 Minutes

Resources/Materials:
- FAFSA Pre-Assessment
- FAFSA Pre-Assessment Answers

Pre-Assessment: In order to determine how much students already know about the FAFSA and what they have retained from yesterday's lesson, give them the pres-assessment as a Bell Ringer. After students get into pairs and compare answers. Tell them to mark the questions that they are not 100% sure about or the questions that they disagree on. Assure students that they will learn the answers to all the FAFSA questions throughout class today.

Activity

ARC Objectives:
- **(A) Practice. Discover:** Connect with others to develop skills
- **(A) Encounter. Discover:** Watch others; observe novel work
- **(A) Contribute. Discover:** Act with a purpose; follow clear directions
- **(R) Connect. Understand:** Identify and define connections between new ideas/experiences and personal values

Timing: 30-35minutes

Resources/Materials:
- Preparing for the FAFSA Worksheet
- FAFSA Practice Instructions and Worksheet

FAFSA Facts: Show students the two short video clips about FAFSA and have them take notes as they watch. Tell them to pay particular attention to trying to answer Who (should apply)? What (is FAFSA)? When (to apply)? Where (to apply)? Why (should one apply)? And How (does one apply)? (You may have to show them each video twice).

- https://www.youtube.com/watch?v=LK0bbu0y5AM
- https://www.youtube.com/watch?v=1c1gNefSw78

After watching the two video clips, have students look back to their pre-assessment and correct any answers based on the information they learned. You can discuss these as a class.

Preparing for the FAFSA: In order to successfully complete the FAFSA, there is certain information that students will need to know. Today, you will walk through all of this information and let students make observations about what they will need to know and ask questions about any forms or part of the process.

Step 1: Gather information. Have students use the FAFSA-Ready Checklist to start to think about all the necessary information they will need to have. Have them write down any questions they may have in the Notes section of the form.

Step 2: FSAID Creation: In order to complete the FAFSA, students will need to create an FSAID. This is an easy process and they will use this account for their entire post-secondary career. Since students do not need this account until the fall of their senior year, simply let students know that this is part of the process and they can ask any questions about that process in the Notes section of the form.

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	Step 3: Dependency Status Form: Have students take a moment to read over the descriptions in the Dependency Status section of the FAFSA and decide if they are a Dependent or Independent. Have them write down any questions they may have in the Notes section of the form. **FAFSA Practice:** Now that students know all of the basics of the FAFSA, they will have the opportunity to get acquainted with some of the forms and questions they might be asked when completing the FAFSA. **FAFSA4Caster:** When you complete your FAFSA, you will get an idea of the amount of tuition that will be covered by the federal government and how much you will need to pay for with loans or out of pocket. You can use the FAFSA4caster to get an idea of what those costs look like for the schools that you are interested in. You need your parent's adjusted gross income to complete the FAFSA4caster. **Teacher Note:** Depending on how much time you want to spend on the FAFSA junior year, the FAFSA practice is optional, or could be a great assignment for students to do at home with their family. The main purpose of today is to get students familiar with the process and answer any questions they may have.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Create a graphic or comic strip convincing someone to fill out their FAFSA. Include as much information as you can about who should fill it out, how, when, and why.

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College Application

FAFSA Pre-Assessment

Day 9

Directions: What have you learned about the FAFSA? What do you still need to know? Take the quick assessment below to see how your FAFSA knowledge is developing. Don't worry if you are unsure of an answer. You will learn more details today!

1. What is the FAFSA?

2. What does it cost to submit the FAFSA?

3. Should you fill out a FAFSA if you aren't sure whether you are eligible or will need Financial Aid?

4. When should you submit your FAFSA?

5. What is the quickest and most accurate way to file a FAFSA?

6. What is the difference between a student award letter and a school award letter?

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FAFSA Pre-Assessment Answer Key

Day 9

1. What is the FAFSA? **Free Application for Federal Student Aid**
2. What does it cost to submit the FAFSA? **It's FREE!**
3. Should you fill out a FAFSA if you aren't sure whether you are eligible or will need Financial Aid? **Y**
4. When should you submit your FAFSA? **As soon after October 1st as possible**
5. What is the quickest and most accurate way to file a FAFSA? **Online**
6. What is the difference between a student award letter and a school award letter? **Student award letter tells you your estimated family contribution and the school award letter tells you how much aid each individual school will offer.**

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Preparing for the FAFSA Worksheet

Day 9

Notes Section
(Record any questions about the FAFSA process here)

FAFSA- Ready Checklist

In order to complete the FAFSA successfully, you need to know the following information:

- Your name exactly as it appears on your Social Security Card
- Your address
- Mom's name exactly as it appears on Social Security Card
- Dad's name exactly as it appears on Social Security Card
- Social Security Number
- Parent Tax Information (W-2 or 1099 Form)
- FSA ID (username and password)
- List of Schools to include on your FAFSA (upt to 10)

FSA ID

In order to complete the FAFSA, you will need an FSA number. This is an easy process (outlined below) and you will use this number for your entire post-secondary career.

- Go to fsaid.ed.gov
- Enter your personal information and go through each step to get an FSA ID number. You will need access to your email address for this process.

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Dependency Status Form:

SECTION 2 - STUDENT DEPENDENCY STATUS

If you can check ANY of the following boxes, you will not have to provide parental information. Skip to page 4.
If you check NONE of the following boxes, you will be asked to provide parental information. Go to the next page.

❑ I was born before January 1, 1993	❑ I am married	❑ I will be working on a master's or doctorate program (e.g., MA, MBA, MD, JD, PhD, EdD, graduate certificate)	
❑ I am serving on active duty in the U.S. Armed Forces	❑ I am a veteran of the U.S. Armed Forces	❑ I now have or will have children for whom I will provide more than half of their support between July 1, 2016 and June 30, 2017	
❑ Since I turned age 13, both of my parents were deceased	❑ I was in foster care since turning age 13	❑ I have dependents (other than children or my spouse) who live with me and I provide more than half of their support	
❑ I was a dependent or ward of the court since turning age 13	❑ I am currently or I was an emancipated minor	❑ I am currently or I was in legal guardianship	❑ I am homeless or I am at risk of being homeless

NOTES:

Based on the information above, my Dependency Status is: _____

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Name: _____ Date: _____

College Application

FAFSA Practice Instructions and Worksheet

Day 9

Directions: Complete the table below for one of your Match schools. Then follow the instructions for FAFSA4Caster to see how much federal aid you would be eligible for to go towards tuition for the Match school of your choice.

College Name		
Tuition	**In State:**	**Out of State:**
Room and Board (Full Year)		
Additional Fees		
Books (Estimated Cost)		
Total	**In State:**	**Out of State:**

FAFSA4Caster

1. Use the link https://fafsa.ed.gov/spa/fafsa4c/#/landing
2. Work through the questions of the FAFSA4caster
3. Make sure to check the explanations of each question by clicking on the "question mark" on the side
4. Write down any questions or notes you have that you need to ask your teacher, counselor, or parent/guardian.

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